

**DEVELOPING ENGLISH INTERACTIVE MULTIMEDIA
FOR SPEAKING SKILL PRACTICES FOR GRADE VII
STUDENTS OF SMP N 1 SLEMAN**

Athesis

**Presented as a Partial Fulfillment of the Resquirements for the Attainment
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SPEAKING SKILL PRACTICES FOR GRADE VII STUDENTS
OF SMP N 1 SLEMAN



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Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 28 September 2012

Penulis



Mira Ulfah

MOTTOS

Technology will not replace teachers
but teachers who use technology
will replace teachers who don't.

DEDICATION

This thesis is dedicated to:

- ❖ My beloved husband and my son
- ❖ My beloved parents, my parents-in-law, my younger brother and sister and all of my family, thanks for your love, support, prayers and patience.
- ❖ My teachers from kindergarten until university, thanks for valuable knowledge
- ❖ My friends, thanks for support, and guidance.

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Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in junior high schools.

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Mira Ulfah

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DEVELOPING ENGLISH INTERACTIVE MULTIMEDIA FOR SPEAKING SKILL PRACTICES FOR GRADE VII STUDENTS OF SMP N I SLEMAN YOGYAKARTA

ABSTRACT

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The objective of this research is to find out the suitable contents of English interactive multimedia and to develop the criteria for well designed English interactive multimedia for students of Grade VII of SMP N I Sleman Yogyakarta.

This research was a Research and Development (R and D) study. The instruments in collecting the data were first and second questionnaire and interview. The first questionnaire was used to get the students' needs. It was analyzed qualitatively. The second questionnaire was used to get the data about the quality of the media from the students and the teachers. It was analyzed quantitatively. The researcher used unstructured interviews. It was flexible and more informal to get deeper the student' needs. The research procedures were adopted from the model proposed by Taylor, Namely the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model that was commonly used in the interactive multimedia. The analysis step was selecting topics and objectives, designing the course grid, and the materials. The development step was designing flowchart and the storyboard, developing media and validating by experts. There are two experts. The first is content expert validating the materials and the second is media expert. The design of the media was validated by the media expert. After the media was validated by the experts, the researcher revised the media based on the experts' feedback. The feedback from the media expert were related to learning goals, the activities in the *Let's Start* and *Let's Study* activities, *Evaluation*, and *How Much Have you Learnt?* And the feedbacks from the media expert were related to the icon. The implementation dealt with the tryout of the interactive multimedia to the VII grade students. And the researcher tested the developed media to 28 students and 2 English teachers.

The result shows that the suitable contents of English interactive multimedia are that the contents of materials should match with standard competency and basic competency. The criteria of well designed media quality are categorized into three aspects: content aspect, media aspect, and interactivity aspect. The developed English interactive multimedia is concluded to be appropriate to be used in the teaching learning process because all aspects were category into Good. (Content Aspect 35, Media Aspect 53 and interactivity Aspect 22). In conclusion, the developed English interactive multimedia is appropriate and feasible to be used in the teaching-learning process. The English interactive learning media that has been produced is integrated in a compact disc (CD) that can be used by the students at schools and at home.

CHAPTER I INTRODUCTION

A. Background of Study

The objective of learning a language is to be able to communicate in the target language. Because of that, the English teaching and learning should be emphasized on helping the students to be able to communicate in English, both in the oral and written English to deal with the daily life activities. To achieve that objective, the English teaching and learning should be reforming the curriculum, improving teachers' skill, and providing the facilities and media that support the teaching and learning process to make the teaching and learning process run well and can increase the students' achievement.

Using multimedia is one of the efforts to improve the students' achievement. Teaching the speaking skill needs multimedia to make the teaching and learning process easy and interesting. Both the teacher and students need a lot of exposures to the target language and many opportunities to practice it. Language is a means of communication; students have to be accustomed to producing English orally in the classroom even in a very simple way, such as answering routines. Therefore, the teacher should help the students to build their confidence in practicing speaking and they can learn about the language, even individually at home. In this case, the teacher can use the development of Information and Communication Technology (ICT), such as interactive multimedia, for teaching and learning activities.

There are many advantages of interactive multimedia in the English teaching and learning process. Firstly, the students will be motivated to learn English because they will not be bored. Secondly, the students can comprehend and understand the materials easily because the English interactive multimedia can provide video, animation, graphics and audio. By using video and audio, they can listen to the dialogues directly. Therefore, they can improve their listening, speaking and pronunciation. Graphics and animation can be used to catch the students' attention. Thirdly, the students can learn independently, whenever and wherever they want. The last is that the English teachers will have variations in teaching, so they can avoid a monotonous teaching-learning process.

In contrast, most of the teachers teach English by using traditional methods. It means that the teachers use an inappropriate technique and media. Some classroom activities are still listening to the explanation and reading the materials. In addition, the students are passive. It means that there is no interaction between teachers and students. Another problem is the media which are used. The teachers use the conventional media such as textbooks, LKS (work sheets) or other printed materials. These conditions bring such effects to the students, as the students will have low motivation to learn English, get bored and finally have low achievement.

The English teachers at SMP N 1 Sleman, Yogyakarta do not face any problem related to the available technology because the students and the teacher have their own notebooks. However, most of the teachers still face

difficulties to find the English interactive multimedia that are appropriate for the students' need. Moreover, SMP N 1 Sleman, Yogyakarta does not have any English interactive multimedia for teaching the speaking skill.

Based on those problems, it is important to do a research entitled "Developing English interactive multimedia for speaking skill practices for Grade VII students of SMP N 1 Sleman, Yogyakarta."

B. Identification of the Problem

The process of teaching learning of English as a foreign language is very complex since there are many components involved. Those components are students, teachers, materials, methods, and media. In the English teaching learning of speaking skill, all language components should be presented well and interestingly because they will support the effectiveness of the teaching learning process of speaking in the classroom.

The first component is students. The success of the teaching of English language skills, especially speaking, can be achieved when the students are able to function in a truly communicative teaching that is, in a spontaneous transaction involving one or more other persons. The facts, however, are often in contrast with the ideal ones. Some aspects in the process of learning speaking in the classroom influence students. The students' motivation in learning speaking influences their behaviour in the learning process in the classroom. Those who have more desires or curiosity tend to active in the classroom speaking activities but those who do not

will tend to be passive and disturb the others. The use of computer as interactive multimedia in teaching speaking can motivate the students to learn English easily and interestingly. Consequently, it can improve the students' achievement.

The second component is teachers. The teachers have an important role in the English teaching-learning process. The teacher believes that the emphasis of the English teaching learning process at the first grade of junior high school is on the reading comprehension and writing skill in order to help the students pass the National Examination, whereas the speaking and listening skills will be stressed later in the senior high school. As a result, the teachers' focus their teaching on grammar and vocabulary by asking the students to do write exercises, for example making sentences or completing vocabulary tasks. Sometimes, the teacher also gives some games to the students as a variation in the class. Therefore, the teachers often find it difficult to motivate the students who are passive, especially the boys, to get involved and practice the oral English during the teaching learning process. In addition, teachers need media in the teaching-learning process interesting and enjoyable. However, the teachers still face problems related to the use of interactive multimedia. The English teachers have difficulty to find English interactive multimedia appropriate for the students' needs, especially English interactive multimedia for the speaking skill.

The next component is related to the use of media to facilitate the teacher in teaching speaking. Moreover, the materials are also an important

part in teaching speaking. The selection of the materials must involve all materials that that students need. In presenting the materials, a teacher needs media in the teaching learning process. The interactive and innovative media will give more stimulus or motivation to the students to learn and encourage them to be involved actively in the activities. Media can be in the form of anything from a simple object to a high technology like a computer unit. In this case, English interactive multimedia can help the teacher in presenting the materials. In addition, English interactive multimedia will motivate students to learn English.

In SMP N 1 Sleman, each class in Grade VII already has a computer and LCD projector to facilitate the teaching-learning process. Therefore, it is good to apply the English interactive multimedia as supporting learning sources in the teaching- learning process.

The last component is the teaching method. It affects the teaching-learning process and its result. The teacher with various teaching methods will make the teaching-learning process more interesting. One of the teaching methods is the use of computer in the teaching and learning process. Clearly, the use of English interactive multimedia will be a good method that can be applied. The students will not be bored with the materials, so that they will be find it easier to understand. Moreover, the various teaching methods will also keep the students' attention in the classroom. Therefore, the learning achievement can be achieved. On the contrary, without any various methods,

the activity in the classroom will be monotonous. The students will get bored easily so it will be difficult to make them involved in the classroom activities.

C. Limitation of the Problem

Due to the limitation within the writer, this study focused only on one element of language teaching and learning processes, namely English interactive multimedia for speaking skill practices for the Grade VII students of SMP N I Sleman, Yogyakarta. The media were designed for students at semester one of Grade VII of SMP N I Sleman, Yogyakarta because there have not been any English interactive multimedia for speaking skill appropriate for the students' characteristics, needs and wants. With regard to the importance of the media, developing English speaking interactive multimedia which considers the characteristics, needs, and wants of junior high school students might be the first step towards reaching the objective of the English teaching and learning processes, especially in mastering the speaking skill.

D. Formulation of the Problem

Based on the limitation of the problems above, the problems of this research can be formulated as follows:

1. What are the suitable contents of English interactive multimedia for the speaking skill of Grade VII in semester one in SMP N I Sleman, Yogyakarta?

2. What are the criteria for well designed media for the speaking skill of grade VII in semester one in SMP N I Sleman, Yogyakarta?

E. Objectives of the Study

In line with the formulation of the problem above, the objectives of this study are follows:

1. To find out the suitable contents of English interactive multimedia for the speaking skill of Grade VII in semester one in SMP N I Sleman, Yogyakarta.
2. To find out the criteria for well designed media for the students Grade VII in semester one in SMP N I Sleman, Yogyakarta.

F. Significance of the study

This study is expected to give some contributions to the English teaching and learning process in SMP N I Sleman, Yogyakarta. The expected contributions are as follows:

1. To Grade VII students of SMP N I Sleman, Yogyakarta

This study is expected to provide English speaking interactive multimedia which are suitable with their characteristics and can satisfy their needs and wants of English.

2. To the English teacher of SMP N I Sleman, Yogyakarta
3. To the researcher herself

This study is expected to provide some information and alternative media since it can be used both for regular English classes and extracurricular activities.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter reveals the theories related to the elements involved in the study. It consists of three subchapters, namely the literature review, relevant studies and the conceptual framework. In the literature review, the researcher reveals some theories of definition of speaking, aspects of the speaking skill, and types of speaking activity, teaching of speaking, teaching speaking for junior high schools students, problems in teaching speaking, and some solutions. In the relevant studies, the researcher gives some research that has been conducted in the area of Yogyakarta State University. Then in the conceptual framework, the researcher draws the relation between the theories involved in this chapter and previous one to get the framework of the study.

A. Literature Review

1. Speaking

This sub-chapter describes important matters concerning speaking. It is presented in four sub-headings. These are definition of speaking, micro skills of speaking, aspects of the speaking skill, and types of spoken activity.

a. Definition of Speaking

Speaking is a productive skill. It is one of the skills that have to be mastered by students in learning English. Speaking, or another term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their

contributions at speed of a high level. Many experts define speaking in different ways. (Scott and Ytreberg 2004:33).Speaking is perhaps the most demanding skill for the teacher to teach. They also state that speaking is one of the two basic human activities besides listening in the communication using a language. In speaking, people put ideas into words, talking about their perception, feeling and intention. They want other people to comprehend. They ask listeners or receivers to get some information.

Another meaning of speaking skills is the ability to communicate speech articulation or to speak a talk for expressing an idea and a message. Linse and Nunan (2005:47) state that speaking is equally important in young learners' overall language development. Therefore, Cameroon (2001:40) states that speaking is the active use of language to express meanings so that others people can make sense of them. She also states that speaking is much more demanding than listening on language learners' language resource and skills. It is because speaking activities require careful and plentiful support of various types. It is not only just support for reception, but also support for production.

A speaking skill is the active use of language to express meanings so that other people can make sense of them. Further, Brown (2001:267) cites that when someone can speak a language, it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the

demonstration of an ability to accomplish the pragmatic goals through an interactive discourse with other language speakers.

From the definitions above, it can be concluded that the speaking ability is the ability or skill to use language accurately in order to express ideas, feelings or to deliver information orally to other people in live situations or conversations.

b. Micro-skills of speaking

Talking about components in speaking, Brown (2001: 271-272) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intentional contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verb, etc.), system (e.g., tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants and goals.
13. Use appropriate register, implicative, pragmatic conventions, and other sociolinguistic features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.
16. Develop and use a battery of speaking strategies, such as emphasizing keyword, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

c. Aspects of the speaking skill

According to Nunan (1999), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required

to use the correct vocabulary, grammar and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan (1999) states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever recourse and abilities they have got and regardless of any grammatical and other mistake. In addition, Harmer (2001b) asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language 'on the spot'.

Harmer (2001b) proposes four special language features in speaking. The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent and connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contraction and stress pattering). Due to complexity of the connected speech, therefore, an English teacher should involve the students in improving their connected speech. The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expression. The use of these devices can contribute to the ability to

convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions. The last feature is the use of negotiation used to seek for clarification and to show the structure of the speakers is saying. The speakers need to ask for clarification when listening to someone else. Meanwhile, speakers used negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer especially when they know that their talks are not being understood.

Furthermore, there are some characteristics of speech that differ from writing. First, people speak in incomplete sentences, such as ‘cup of coffee?’ instead of ‘would you like a cup of coffee?’ Second, speakers usually repeat what other says, beside, speakers also tend to use contraction such as *here’s* and *that’s*. In the other hand in writing, the writer usually uses the full forms of the auxiliary verbs, like *there is* and *that is*. Finally, some words in writing are used differently in speaking. For example, the word *however* is more common in writing than in speaking, and *started* is much more common than *began* in speaking (Harmer, 2001a).

d. Types of speaking activities

There are some activities in speaking class to be applied in English as Foreign Language (EFL) class. It is related to six performances applied in the oral production of English teaching. The types of speaking

performance proposed by Brown (2001:271-274) are imitative, intensive, responsive, transactional (dialog), interpersonal (dialog) and extensive (monolog). The explanations are as follows.

1. Imitative

The imitation for example recorded speech is carried out not for the purpose of meaningful interaction. It focuses on the drilling of a particular element of language form. Drills offer students to listen and repeat orally certain strings of language that may causes linguistic difficulty grammatical and phonological.

2. Intensive

It goes one step beyond the imitative to include the performance designed to practice some phonological and grammatical aspects of language.

3. Responsive

A good deal of students' speech in the classroom's responsive, for example, short replies to their teachers, or students initiated question or comments. The replies are not extending to dialogues, but they are really meaningful and authentic.

4. Transactional (dialog)

It is carried out for the purpose of conveying and exchanging specific information. The example is the conversation in the group work activity.

5. Interpersonal (dialog)

Its purpose is maintaining social relationship. These conversations are tricky for learners because they can involve some or all of the following factors. They are, a casual register, a colloquial language, an emotionally charged language, the slang, an ellipsis, the sarcasm, the covert “agenda”. Learners need to learn how such features as the relationship between interlocutors, casual style and sarcasm are coded linguistically in the conversation.

6. Extensive (monolog)

Students at the intermediate or an advance level are asked to give extended monologues in the form of oral reports, summaries, or perhaps short speech with a formal register. It can be planned or impromptu.

Harmer (2001: 271-275) also categorizes speaking activity into six: acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role-play. The activities are presented below:

1) Acting from a script

Making students act from a script means that students can act out scenes from plays or from their course books. They may also act out dialogues they made by themselves. When a teacher wants students to practice in front of the class, she/he should create good atmosphere in the class. The teacher should ensure students have time to rehearse their dialogues before performing them. Doing

performance before final performances shows that acting out is both learning and language production activity.

2) Communication games

Games that make students communicate actually depend on the informational gap. Thus, one student has to talk to a partner to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between picture.

3) Discussion

A Teacher often fails when they are conducting discussion in a class. One of the reasons is that students are reluctant to propose opinions in front of the class because they are not confident facing the whole class. In order to solve this problem, the teacher may apply *buzz group* in which students have a chance for quick discussion in small group before the real performance. It will give students time to prepare the ideas and the language they will express in the performances. Besides that, the teacher may train students with *instant comment* such as showing photographs or introducing topics of any stages of a lesson and nominating students to say the first thing that comes into their head. These activities will make students respond fluently and immediately.

4) Prepared talks

A student makes a presentation on a topic on their own choices. The presentation is writing-like, but if possible, students should speak from notes rather than from a script. It is also important for teachers to consider the development of the talk. Teachers should help students in making the original ideas until they have finished their works.

5) Questionnaires

Pre-planned questionnaires may make a relation between the questionnaires and the respondents to have something to say each other. They are encouraged to use the natural use of repetitive language patterns and then situated in the middle of communication continuum. Teacher may act as the resource for students in designing the questionnaire actually can from the basis for written work, discussion, or prepare talks.

6) Simulation and role-play

Doing simulation and role-plays, they need to know the situation and they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situation.

It can be concluded that to have classroom speaking performances during the teaching learning presses is actually important. Students should be able to achieve even from the smallest part of speaking performances.

The imitative and intensive performances make the students consider the phonology, grammatical structure and other aspects of language. Through getting used to responsive performance, they will try to give responses in English well. Through having performances on transactional and interpersonal performances, they are able to communicate with others. The last, they will be able to have longer speeches through conducting extensive performances.

Moreover, those activities are important to consider when English teachers want to make students speak during the teaching and learning process. Teacher say also use them to assess students' speaking activity. Therefore, teachers could see whether students have achieved the competence in performing speaking in English.

2. Teaching Speaking

Generally, teaching language skills involve the four skills; such as listening, speaking, reading and writing. Each skill is integrated to others which means that one skill is needed while teaching other skills. Speaking is one of the language skills presented in this chapter because the researcher focuses on it for her study. This part describes how speaking should be taught to students.

a. Teaching speaking for junior high school students

In Indonesia, English is taught as a foreign language. In junior high schools, English is a compulsory subject. Therefore, they have to master English skill. Those are reading, writing, listening and speaking. Harmer

(2001: 46) says that there are three stages in teaching speaking. These are introducing the new language, practice, and communicative activities.

1) Introducing the new language

English is a new language for the students; it should be introduced as to its meaning, forms and function. The meaning relates to its denotation, connotation and culture. The function relates to the social life and the form relates to its linguistics.

2) Practice

To practice a new language is not just once. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which the students feel comfortable enough to find the words to express themselves in a real situation.

3) Communicative activities

Communicative activities should be aimed at the communications that happen daily. The students are prepared to learn speaking within the texts available in the students' book. There are models of dialogue, that available. Actually, those activities are too weak to improve the students' speaking skill. Of course, the communications are limited because the students have no chance to express their own ideas and they have no challenge to create a new situation. In a communicative activities the students are expected to increase their skill in starting from an intended meaning, selecting

suitable language forms from their total repertoire and producing them fluently.

In conclusion, communicative goals are best achieved by giving attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

Moreover, the teaching of speaking should also be based on the school based curriculum that is proposed by the government as the guide in the teaching learning process. According to English Syllabus of School Unit Level Curriculum (KTSP) the teaching of speaking for the SLTP students involves the teaching of transactional language (to get things done) and interpersonal language (socialize) such as a short simple monolog accurately, fluency, and meaningfully.

Furthermore, according to the content standard which is developed by BNSP (2006), this research is focused on the Standard of Content of English, particularly the English speaking lesson in the first semester of Grade VII. It covers the presentation of the short functional and monolog texts in the form of descriptive text. The Standard of Competency and the Basic Competency are presented in the table below.

Table 1: The Standard Competency and the Basic Competency of first Semester of Grade VII

Standard of competencies	Basic competencies
Listening 1. Understanding meanings of very simple spoken transactional and interpersonal conversation to interact with the surroundings.	1.1 Responding to the meaning of very simple spoken transactional (to get things done) and interpersonal (to socialize) conversation accurately, fluently, and acceptably to interact with the surroundings which involve the speech acts of greeting. Introducing oneself and others to other people and giving instruction or prohibiting. 1.2 Responding to the meaning of very simple spoken transactional (to get things done) and interpersonal (to socialize) conversation accurately, fluently, and acceptably to interact with the surroundings which involve the speech acts of asking and giving information, expressing gratitude apologizing and expressing good manners.
Speaking 2. Expressing meanings in very simple spoken transactional and interpersonal conversations to interact with the surroundings.	2.1 Expressing meanings in very simple spoken transactional and (to get things done) and interpersonal (to socialize) conversations accurately, fluently, and acceptably. Establishing interactions with the surroundings with involve the speech acts of greeting, introducing oneself and others to other people. 2.2 Expressing meanings in very simple spoken transactional and (to get things done) and interpersonal (to socialize) conversations accurately, fluently, and acceptably. Establishing interactions with the surroundings with involve the

	speech acts of asking and giving information, expressing gratitude apologizing and expressing good manners.
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(Taken from BSNP, 2006: 282-283)

Based on the standard of competency and basic competency in Table 1, the students are expected to be able to communicate in English in their daily life. It means that English teachers have to give the students activities that can cover those competencies. The teachers have to note that the activities should make the students communicate in English. One way to make the students communicate in English is through communicative activities in which one kind of the activities is an interactive multimedia for students' speaking skill.

b. Problems in teaching speaking

Most of the English as Foreign Language (EFL) students think that speaking in English is difficult because there are some factors in speaking that are regarded as being difficult as Brown (2001: 270-2701) has identified them. The first factor that makes speaking difficult is clustering because a fluent speech is not word by word, but it is phrasal. The second factor is redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth factor is performance variables, such as performance hesitations, pause, backtracking, and correction.

The fifth factor is the colloquial language which is often used in informal situation. The six factors is the rate of delivery. In speaking, the students are expected to speak fluently, but most of them fail to do that. The seven factors are stress, rhythm and intonation. English has own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other language. The pronunciation is important in English because different stresses, rhythms, and intonation convey different meanings. The last factor is the interaction which needs the creativity of conversational negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

Based on the preliminary observation, a problem found in SMP N 1 Sleman mostly was related to the students' interaction. The students find it difficult to communicate with their friends in English. The students are usually shy when she/he performs in front of the class. Therefore, this problem needs to be solved by providing appropriate media for them.

c. Some solutions

To cope with the problems mentioned above, the teachers may refer to the communicative activities proposed by Riddel (2003) divides communicative activities into six:

1. ranking
2. debate
3. survey or questionnaire
4. describing picture

5. role play

6. discussion

Besides carrying out the communicative activities in the classrooms, the English teacher should also have knowledge and understanding about the role of the components in the teaching that influence the process of learning including materials, media, teacher's factor, learner's factor, setting, motivation, teaching techniques, and etc. Those elements are important as they play a big role in coping with the problem in teaching speaking. For example, a teacher will not come to the class without having materials to be taught or discussed. In addition, the teacher also needs media to help the learners figure out what should they know or do in the classroom. These media can be in the form of CDs, cassettes, picture, songs, games etc. However, the teaching-learning process will not run well if there is no cooperation and tolerance between both the teacher and learners. They should agree on a consensus to do their job. In addition, while during the learning process, the teacher should modify her/his teaching technique and the setting of the class, for example the sitting arrangement and the grouping technique, so that the students are highly motivated in doing their tasks. Moreover, this needs media to support the activities in the classroom. It is aiming at motivating students in communicating in English. Therefore, this research focuses on how to solve those problems, so that the researcher designs the interactive multimedia as speaking skill practice for the seventh-grade students.

3. Interactive Multimedia

a. Definitions of Interactive Multimedia

Najjar (in Chomsin 2008, 33) defines multimedia as “the use of text, graphics, animation, pictures, video, and sound to present information. Since these media can now be integrated using a computer, there has been a virtual explosion of computer based multimedia instructional applications.”

Moreover, Vaughan (2008) proposes multimedia as “any combination of text, art, sound, animation, and video delivered to the users by computer or other electronic or digitally manipulated mean.” When the users can control the multimedia, it is called interactive multimedia.

According to those definitions, it can be concluded that interactive multimedia is a combination of some elements of multimedia that are delivered by the computer. It gives the control for the users to interact with the multimedia for learning purposes.

b. Elements of Interactive Multimedia

Chee and Wong (2003:119-131), advise use to considering the following things before making visuals for presentation or material that have an effect on sense of sight such as text, graphics, static visual displays, dynamic visual displays, transitional effects, use of colour, layout, audio (music, narration, and sound effects

1) Text

It is very important to consider the kind of font style, size, and colour of the letter in making visuals for presentation. It is recommended that font be consistent with the other elements of the visual. Style Front. It is recommended that a Sans Serif lettering style such as Arial or simple Serif Style like Times New Romance be used. Size, The size of letters should be considered so that it can be seen by the student at the back of the classroom. The appropriately select colours make the students interesting with the visual projects

2) Graphics

Pictures and illustrations are usually using for our visuals presentations. These pictures and illustration are usually called graphics. Graphics may be static or dynamic (moving) displays.

3) Static visual displays

Static visuals displays are visual displays that are not moving. They are static. These displays can be in the form of line drawings to complex photographs. They can be realistic or graphic of the actual object.

4) Dynamic visual displays

Dynamic visual displays are visual displays that are moving. They can be useful and helpful for the students to learn.

5) Transitional Effects

A transitional effect refers to the visual effect which occurs when the user clicks on one screen display to another screen. This transitional effect is usually used in Microsoft Power Point.

6) Use of colour

It is very important to select colours appropriately so that our visual projects the correct message to our students. There are two things to take into account: colour scheme and colour appeal. Colour scheme relates to selecting colours that affect harmony rather than annoyance. Colour appeal relates to considering the emotional impact of colours, for example red for danger etc. We should select colours according to the impact we want to have.

7) Layout

Layout means overall look there are some factors to consider on the overall look of the visual presentation such as (1) Alignment of the graphic and text elements. It is used for showing clear visual relationships between the main elements in the visual; (2) Shape, It means the arrangement of graphic and text elements so that the students are familiar with; (3) Balance, It is the equal weight of the elements in a visual that is distributed on each side of its vertical or horizontal axis; (4) Style. It means choosing a design style which matches our audience, and (5) Consistency, It means that the arrangement of a series of visuals

belong to a set, for example, a set of slides for computer presentation must be consistent in each frame.

8) Audio

Audio can also be used to enhance learning. There are three major types of audio, music, narration and sound effects. In relation to audio, Arntzen (1993, as cited by Chee and Wong (2003:119-131) states that audio can be used to:

- 1) Draw the attention of the students
- 2) Complement the visual material on the screen
- 3) Support the students reading the text on the screen
- 4) Minimize the amount of information that is required to present on the screen, announce some event, and
- 5) Motivate the students; in this case of music, narration and sound effects, music can be used, for example to identify the sounds from a guitar or to create a relaxing atmosphere. Meanwhile, narration can be used to provide instructions especially when children are too young to read or the users have reading problems. Sound effects, on the other hand, can be used as the learning source, such as the second of hands clapping when the student gets the answer correct.

The elements of multimedia are texts, graphics/pictures, static visual display, dynamic visual display, transitional effects, colour, layout and audio/sound. The aim of those elements is to make the multimedia

interesting. Texts can be in the forms of words, letters, or narrations that are easy to save and to control. Static visual display and dynamic visual display can be in the forms of illustrations, graphics, maps, and photos, etc. Transitional effects can be used to clicks on one screen display to another. Colour makes the presentation interesting and easy to understand. Layout can be set of slides for computer presentation. Sound can be in the forms of music, narration or special effects. Animations are used to explain an illustration. Therefore, it can be easy to understand.

c. Types of Interactive Multimedia

According to Robyler and Edwards (2000), based on its primary storage equipment, multimedia can be classified into some different types. They are (1) interactive videodiscs (IVD); (2) compact discs read only memories, digital versatile discs (DVD); (3) compact discs-interactive (CD-I); (4) digital video interactive (DVI); (5) photo-graphic compact discs (Photo CDs). In the teaching-learning process, the compact discs-interactive is commonly used as the learning media.

d. Criteria of Interactive Multimedia

Stemler (in Wajiman, 2010) proposes some criteria of the interactive multimedia. He states that the successful interactive multimedia should get the learners' attention, help the learners find and organize relevant information, help the learners to integrate information into their knowledge. Therefore, in developing interactive multimedia, it is important to know the criteria of interactive multimedia.

Newby (2000) gives some criteria of the interactive multimedia.

They are as follows.

1. Graphic

- Using visuals that are neither too abstract nor too realistic
- Eliminating distracting backgrounds

2. Text

- Centering title at top of visual
- Using short, concise, meaningful, descriptive titles that contain key words
- Eliminating unnecessary words
- Using italics, boldface, underlining, colour or a change in lettering style for emphasis
- Minimizing text on each visual
- Spacing between lines should be 1 ½ times word height

3. Colour

- Using brightest and lightest colours to focus attention on important elements
- Using lettering and visuals that contrast with background colours.
- Selecting colours that are harmonious
- Using consistent background colours in a series of visuals
- Limiting the number of colours in a visual to five

4. Layout

- Making visuals as simple as possible

- Using size, relationships, perspectives and such visual tools as colour and space to emphasize important elements
- Using a horizontal format for overhead transparencies slides
- Using a pleasing layout that appears balanced and orderly

5. Audio

- Recording in an area that is as free as possible from noise and sound reverberations. A small room such as an office is preferable to normal-size classroom

According to the criteria above, it can be concluded that good interactive multimedia (1) have graphics or pictures that can be animated to illustrate points; (2) teach facts or concepts, and motivating students; (2) have audio that should be clear; (3) have the sound and music that should be relevant to the screen display; (4) have the colour combination between background and letters that should be appropriate; (5) have the buttons that are easy to use; and (6) have the texts that are legible and clear.

e. Interactive Multimedia in the Teaching-Learning Process

Using media in the classroom is very important because they can improve the quality of the teaching-learning process. Moreover, the students can comprehend the lesson easily.

Khoo (1994) summarizes some advantages of using the interactive multimedia in the classroom. They are as follows.

1. Reducing learning time

According to some researches, interactive multimedia/ videodisc training can reduce training time up to 60% over traditional classroom methods. This can be attributed to the immediate interaction and constant feedback which provides excellent reinforcement of concepts and content.

2. Reducing Cost

The cost of interactive multimedia lies in the design and production. When the same program is used by more students, the cost per student is reduced.

3. Instructional Consistency and Fairness

Instructional quality and quantity are not compromised as technology based interactive instruction which is consistent and reliable.

4. Increasing Retention

The interactive approach provides a strong learning reinforcement and increases content retention over time.

5. Mastery of Learning

A good interactive system can ensure the learning of the prerequisites by learners before continuing to new content. This provides a strong foundation for continued learning and therefore helps to achieve mastery learning.

6. Increasing Motivation

Immediate feedback and personal control over the content provided by an interactive multimedia system has proven to be highly motivating to learners.

7. More Interactive Learning

Interactive systems enable learners to have more responsibility and better control over their learning and this generates a greater interest to actively seek new knowledge rather than passively accept the instruction.

8. Increasing Safety

Interactive multimedia and the simulations allow the safe study of dangerous phenomena such as dangerous scientific experiments on harmful substances or natural disasters like volcanic eruptions or earthquakes by the learners.

9. Privacy Individual Learning Styles

This system allows for one to one learning and caters to the different learning styles of individuals. The freedom to ask questions repeatedly without embarrassment and the involvement of each individual learner motivates them and reduces the potential for distraction.

10. Flexibility

The flexibility comes from the ability to navigate, by using a keyboard, mouse or touch screen, through an interactive program and

to choose what and how much information we want and when we want it.

According to Briton (2001: 461), media help the teachers to motivate students by bringing a slice of real into the classroom and by presenting language in its more communicative context. In addition, she summarizes the suitable contents of English interactive multimedia are as follows.

- a. Speaking tasks should make the students practice their speaking skills.
- b. The content of the materials should be appropriate with standard and basic competencies.
- c. The media should fulfill the need for real life objects or texts.
- d. Media materials should create a contextualized situation which language items are presented and practiced.
- e. Media should provide a means of presenting materials in time-efficient and stimulating students' speaking skills.
- f. The media should pay attention on the appropriateness of the materials for the students.
- g. The media should provide the exercises to assess the students' performance (e.g. a student speech, an interview, a class discussion, a role play, etc.)
- h. Media should pay attention to the background of the students such as age, interests, learning styles, etc.
- i. Media should match with the teaching objectives of the lesson.

Therefore, there are many benefits of the use of interactive multimedia in the teaching-learning process. The interactive multimedia can make the teaching-learning process effective, flexible and interesting. The students will also be motivated to learn. Moreover, the students can learn independently.

4. Instructional Design Models

Taylor (2004) proposes six instructional design models. They are ADDIE, Dick and Carey, Hannifen and Perk, Knirk and Gustafson, Jerrold Kemp, and Gerlach and Ely. However, the researcher used the ADDIE design model. It is because the ADDIE design model is appropriate for this research which is designing interactive multimedia.

ADDIE instructional design model (Taylor, 2004) is the generic process traditionally used by instructional designers and training developers. The five phases are Analysis, Design, Development, Implementation, and Evaluation. Those phases represent a dynamic, flexible guideline for building effective training and performance support tools. Figure 1 below illustrates the ADDIE instructional design model:

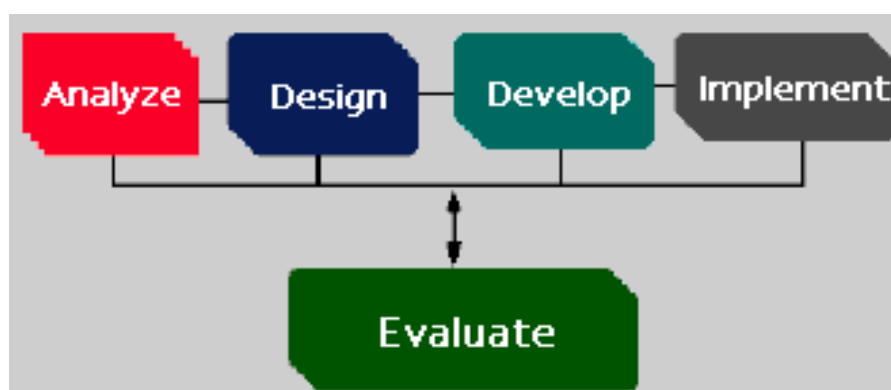


Figure 1: ADDIE instructional design model

a. Analysis

In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified.

b. Design

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific.

c. Development

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase. In this phase, storyboards are created, content is written and graphics are designed. If e-learning is involved, programmers work to develop and/or integrate technologies.

d. Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures.

e. Evaluation

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users which were identified.

B. Relevant Studies

Dewanti (2011) conducted a study on English interactive multimedia and it has been proven that English interactive learning multimedia can improve students' speaking skills in the context of English teaching and learning in Indonesia. In her study, she developed English interactive learning multimedia of "effective communication" English textbook for the elementary level students. In this research, the finding shows that there is significant improvement on the students' speaking ability. Moreover, the interview results show that most of the students enjoy the English interactive learning media.

Based on the importance of English interactive learning multimedia, the researcher believes that the use of English interactive multimedia can improve the students' speaking skills. Therefore, the students' speaking skills at SMP N I Sleman, Yogyakarta can be improved by using the English interactive multimedia.

C. Conceptual Framework

The purposes of this research are to reveal the suitable contents of English interactive multimedia as speaking skill practice for the grade VII students and to develop the criteria of well designed English interactive multimedia as speaking skill practice for the grade VII students at SMP N 1 Sleman Yogyakarta. The reasons to conduct the study were that (1) there was no maximum technology utilization in the school although the students and the teacher had their own notebooks; and (2) the English teachers had difficulties in finding the English interactive multimedia appropriate for the students' needs and there is no any English interactive multimedia as speaking skill practice for the grade VII students of SMP N 1 Sleman Yogyakarta. Therefore, the English teachers prefer to use textbooks and *LKS (Work Sheets)*. These conditions brought negative effects to the students. For example, the students had low motivation and got bored in learning English.

To solve those problems above, it is necessary to develop English interactive multimedia as speaking skill practice for the grade VII students of SMP N 1 Sleman Yogyakarta. The interactive multimedia can facilitate the students to practice their speaking skill. The ADDIE design model is chosen as the instructional design model for this study. There are five phases in developing media. They were Analysis, Design, Development, Implementation, and Evaluation.

CHAPTER III RESEARCH METHOD

A. Type of Research

Based on the purpose of this research, that is to develop a finished product which could be used effectively in the educational field, in this case in SMP N 1, Sleman, Yogyakarta. This research can be classified as a Research and Development category. According to Gall, Gall, and Borg (2003) R & D is an industry-based development model in which the findings of the research are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards.

The product of this research study was English interactive multimedia as speaking skill practice for the seventh-grade students of SMP N 1 Sleman Yogyakarta.

B. Subjects

The subjects of this research study are the Grade VII students of class A-D SMP N 1 Sleman Yogyakarta in the academic year of 2012/2013. There are 28 students in the class A-D. 12 students are male and 16 students are female. The ages of the students are from 11 to 13 years old.

C. Setting

The research study was conducted in SMP N 1 Sleman Yogyakarta, in the Grade VII, class A-D. It is located at Jl. Bhayangkara 27 Medari Sleman Yogyakarta. There are six classes at Grade VII in the school.

D. Instruments

To find out the suitable contents and the criteria of well designed English interactive multimedia as speaking skill practice for the Grade VII students, the researcher needs to analyze students' needs through the questionnaires and interviews. There are two types of questionnaire used in this study. The first questionnaire is used to get the data of the students' needs. The second questionnaire is used to get the data of the students' and teachers' general opinions and suggestions about the media designed. Finally, the opinions and suggestions that are derived from the second questionnaire are used to revise the draft. The revised draft is the final draft of English interactive multimedia as speaking skill practice for the Grade VII students of SMP N 1 Sleman Yogyakarta

1. First Questionnaire (Needs Analysis)

The first questionnaire was used to get the data about the students' characteristics and needs for developing the media. The organization and the content coverage of the questionnaire are as follows:

Table 2: The Organization of the first questionnaire (Needs Analysis)

Question Numbers	The Purpose of Questions	References
Part A	To find some information concerning the identity of the students	
1	To find some information about the students' motivation to learn English	Brown (2001')
2	To find some information about what the students want in learning English	Brown (2001)
3	To find some information about the students' limitation in learning English	Harmer (2001)
4	To find some information about the students' English proficiency level	Brown (2001)
5	To find some information about the teaching-learning technique of English preferred by the students	Harmer (2001)
6	To find some information about the teaching learning media of English that the students need.	Robyler and Edwards (2003)
7	To find some information about the students' opinion about the content of the materials that should be presented in English interactive multimedia	BNSP (2006)
8,9	To find some information about speaking activities preferred by the students	Riddel (2003)
10,11,12,13,14,15, 16,17	To find some information about the students' opinion about the criteria of good interactive media	Nebway (2000)

Table 3: **The content coverage of the first questionnaire (Needs Analysis)**

Aspects	Components	Item Number
The students' motivation to learn English	What is the students' motivation to learn English?	1 (Question 1)
The reasons for learning English	Why do students want to study English?	1 (Question 2)
The students' limitation in learning English	What is the students' limitation in learning English?	1 (Question 3)
The students' English proficiency	What is the students' English proficiency level?	1 (Question 4)
The techniques of the English teaching-learning	What are techniques of the English teaching-learning that the students prefer?	1 (Question 5)
The English multimedia that the students need	What is the English multimedia that the students need?	1 (Question 6)
The content of the materials that should be presented in English interactive multimedia	What is the students' opinion about the content of the materials that should be presented in English interactive multimedia?	1 (Question 7)
The speaking class activities that are preferred by the students	What speaking activities are preferred by the students?	1 (Questions 8,9)
The criteria of good interactive multimedia	What are students' opinions about the criteria of good interactive multimedia?	(Questions 10,11,12,13,14,15,16,17)

2. Second Questionnaire

The second questionnaire was used to get the data from the students and the English teachers of SMP N 1 Sleman Yogyakarta about English interactive multimedia for revising the developed materials. The organization and the content coverage of the questionnaire are as follows:

Table 4: **The Organization of the second questionnaire**

Question Number	The Purpose of the Question
1-6	To find out whether the content of the English interactive multimedia is suitable and effective
9-21	To find out whether the English interactive multimedia design is suitable and effective
22-26	To find out whether the interactivity of the English interactive multimedia is suitable and effective

Table 5: **The Content Coverage of the Second Questionnaire**

Aspects	Components	Numbers of items	Item Number
Content Aspects	a. Matching and being relevant with the learning objectives	2	1 and 2
	b. The speaking skill aspects	1	3
	c. Using the correct of Expressions in speaking		
	d. Having level of the test difficulties	1	4
	e. Having appropriate feedback to the students	1	5
	f. Having appropriate feedback	1	6

Media Aspects	a. Ease of use the media	4 5	1,2,3,4 5,6,7,8,9
	b. Clear Instruction to use the media	2	10 and 11
	c. Quality of display	2	12 and 13
	d. Quality of record		
	e. Quality of navigation(stop/pause/exit buttons)		
	f. Quality of audio/sound and music that is relevant to screen displays		
	g. Fonts face and fonts size		
	h. Composition of colour		
	i. Use of picture and graphics		
	j. Consistency of the arrangement of slides		
	k. Quality of learning		
Interactivity Aspects	Quality of interactivity	5	1,2,3,4,5

3. Interview Guideline

The interview is used to obtain some information from the students and the teachers. The interview is aimed to find the needs of students at semester one of Grade VII for the suitable instructional interactive multimedia for them and to obtain opinions and evaluations from the English teacher. In this case, the researcher uses an unstructured interview. This kind of interview is flexible and more informal. The subjects are given freedom to go beyond simple responses to the questions asked and to reveal their views in any way they wish. The interview was conducted to get deeper information about the data obtained from the questionnaires.

E. Research Procedure

The researcher used the ADDIE design model (Taylor, 2004) to develop English interactive learning media. The phases are described in the following figure:

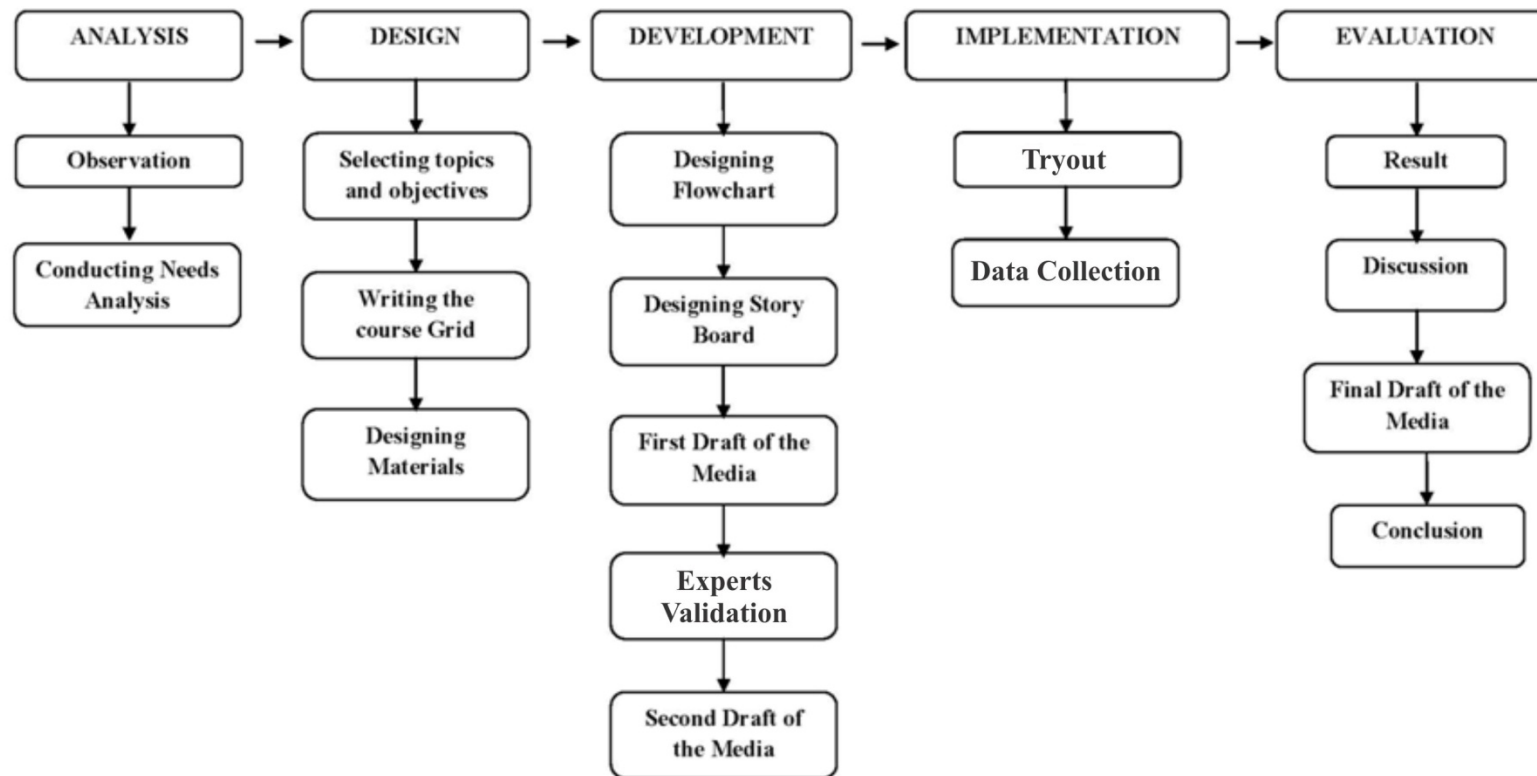


Figure 2 : The Steps of the Research Procedure Adapted from ADDIE Models

1. Analysis

In this step, the researcher conducted an observation and a needs analysis. The researcher conducted the needs analysis to find information about the students' needs in learning English by using the first questionnaire. The results of the needs analysis were used as guidelines in developing English interactive multimedia.

2. Design

The researcher selected the topics and objectives of the materials that were suitable with the school-based curriculum and the materials taught by the English teacher. Then, the researcher designed the course grid and materials.

3. Development

The researcher designed the flowchart and the storyboard before developing the media. The flowchart was made as the first design of the whole media. Then, the storyboard was made as the design of each scene in the media. After designing the flowchart and the storyboard, the researcher developed the first draft of the media.

4. Implementation

The researcher validated the multimedia to experts before it was implemented to the students. There were some comments and suggestions from experts. They were the lecturer of English Education Department as the content expert and the lecturer of English Education Department as the media expert. Then, the researcher revised and developed the second draft of the

media. Finally, the English interactive multimedia for speaking skill practices was implemented at the Grade VII students of SMP N 1 Sleman Yogyakarta. Then, the researcher asked some feedback from the students and the teachers. The feedbacks were scores and suggestion. The data were collected by using the second questionnaire.

5. Evaluation

In this step, the researcher evaluated and revised the media after implementation based on the feedback. There were not many revisions from the respondents. Then, the researcher developed the final draft of the media.

F. Data Collection

The researcher collected the data through questionnaires that were given in two separated times. The first questionnaire was used to collect the students' need analysis. The type of the first questionnaire was multiple choices and the students were asked to choose one or more options from several provided options. In addition, they were allowed to give other answers related to the questions.

The second questionnaire was used to get opinions and suggestions from the students and the English teachers about the English interactive multimedia as speaking skill practice for the Grade VII students. Beside the questionnaire, the researcher also conducted interviews to get much feedback from the respondents. In the second questionnaire the researcher used the

Likert scale questionnaire to collect the data. Here, the respondents were asked to respond whether they Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) to the statements in the second questionnaire.

G. Data Analysis Technique

1. Data of English Interactive Multimedia for students' speaking skill

Design Process Development

There were two different types of data collected in this research. The first type was collected from the first questionnaire. The first questionnaire was intended to discover the students' needs of the appropriate English Interactive Multimedia as speaking skill practice for the Grade VII students. The data were a description about the students' needs of the appropriate English Interactive Multimedia as speaking skill practice for the Grade VII design. This questionnaire was followed by the interviews, so the researcher got much feedback. The data and the information obtained were used to revise the interactive multimedia and identify the effective design.

The second type of the data was collected from the second questionnaire in the form of scores and suggestion. Considering that, the researcher used a Likert Scale questionnaire to collect the data. Each indication of the response to the statement was weighted with a score. For Strongly Agree (SA), the score is 5. For Agree (A), the score is 4. For Undecided (U), the score is 3. For Disagree (the score is 2. For Strongly Disagree (SD), the score is 1.

2. Data of Multimedia Design Quality

The data obtained in this research were in the form of scores from the second questionnaire. In addition, there was one suggestion from the teacher that the researcher should increase the volume of the audio. The data were analyzed by using the descriptive statistics. The data were used to analyze each aspect of English interactive multimedia. The steps of data analysis are explained as follows.

- a. Change the categories into numbers by using Likert Scale questionnaire as mentioned in Table 6:

Table 6: Category Conventional Table

Category	Score
Strongly Agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

- b. Define the Mean

Mean was used to find out the average score. The researcher used the following formula:

c. Define the Ideal Mean and the Ideal Standard Deviation

To know the quality of the English interactive multimedia designed, the researcher referred to the normal distribution by using Ideal Mean (Mi) and Ideal Standard Deviation (SDi). According to Arifin (1991:101-103), the computation of Mi and SDi can be obtained by the following formulas:

$$Mi = \frac{1}{2}(\text{ideal highest score} + \text{ideal lowest score})$$

$$SDi = \frac{1}{3} Mi$$

Ideal highest score = number of statement x highest score

Ideal lowest score = number of statement x lowest score

Mi = Ideal Mean

SDi = Ideal Standard Deviation

To know the category of each aspect of the English interactive multimedia designed, the researcher used the quantitative to qualitative data conversion by five scales (Arifin, 1991).

Table 7: Quantitative to Qualitative Data Conversion

Scale	Score Range	Category	Category
5	> 4.6	Strongly Agree	Very Good
4	$3.7 < \bar{X} \leq 4.5$	Agree	Good
3	$2.8 < \bar{X} \leq 3.6$	Neutral	Fair
2	$1.9 < \bar{X} \leq 2.7$	Disagree	Poor
1	$X < 1.8$	Strongly Disagree	Very Poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Needs Analysis

The needs analysis was conducted to obtain the data of the students and the descriptions of their learning needs by using the first questionnaire. There were twenty multiple choice questions. The students could choose one or more options. The students were asked to write down their name, their age, and their gender in the beginning of the first questionnaire. The purpose is to get some information concerning the identity of the students. The results of the needs analysis are explained as follows:

1. The Characteristics of Respondents

The researcher asked the students to write down their name, their age, and their gender as identification. The data of the respondents were presented in Table 8 below.

Table 8: Data of the respondents of the need analysis

Group of Respondents	Age			Sex	
	11	12	13	Male	Female
Students of class VII (A-D)	2	24	2	12	16

2. Based on the data above, there are 28 respondents who filled in the questionnaires. They were students of class VII of SMP N I Sleman, Yogyakarta.

3. The Results of the Needs Analysis

The data of the needs analysis were summarized in Table 9 below.

Table 9: The result of the needs analysis

No	Statements	Options	Number of students
1.	The students' motivation to learn English	a. To pass the examination	7
		b. To master English	22
		c. To get job easily	6
		d. Combination of a, b and c	10
2.	The students' desire in learning English	a. To master vocabulary	15
		b. To master grammar	11
		c. To be able to communicate in formal or informal situation in the daily activities	26
		d. To be able to read and comprehend English text	19
		e. Combination a, b, c and d	13
3.	The students' limitation in learning English speaking skill	a. Vocabulary	10
		b. Grammar and structure	7
		c. Pronunciation	19
		d. English speaking skill	20
		e. Combination of a, b, c, d and e	9
4.	The students' English proficiency level	a. Good	-
		b. Average	11
		c. Less than average	16
		d. Poor	-
5.	The English teaching-learning techniques that preferred by the students	a. Teachers use certain media to explain the materials	18
		b. Teachers explain the materials from the course book	9
		c. Discussion	12
6.	The English teaching-learning media that the students need	a. Cards	4
		b. English interactive learning media	17
		c. Pictures	11
		d. Magazines/newspaper	3
		e. Games	8

(continued)

(continued)

No	Statements	Options	Number of students
7.	The students' opinion about the content of materials that should be presented in English interactive multimedia	a. Match with standard competences and basic competences	21
		b. Authentic materials	4
		c. Clear presentation and explanation	15
		d. Clear instruction	12
		e. Correct grammar, structure and spelling	18
8.	Speaking activities that are preferred by the students	a. Sharing opinions	10
		b. Role-play and giving model of dialogues/monologues	14
		c. Questionnaires and survey	9
		d. Making conversations and giving situations as guidelines to make a conversation	16
9.	The students' opinion about the recording of monologues, dialogues and pronunciation in English interactive multimedia	a. It is not needed	-
		b. It is sometimes needed	2
		c. It is apparently needed	4
		d. It is needed to make the media interesting	21
10.	The students' opinion about the lay out that should be presented in English interactive multimedia	a. Interesting	15
		b. Motivating students to learn	21
		c. Having good color combination	12
		d. Combination a, b and c	26
11.	The students' opinion about the size of letters that should be used in English interactive multimedia	a. Small	8
		b. Big	19
		c. Legible and clear	23
12.	The students' opinion about the font that should be used in English interactive multimedia	a. Big and bold letters	10
		b. Varied letters	7
		c. Simple but legible and clear letters	25
		d. Varied letters but legible and clear	14
13.	The students' opinion about the color combination between background and letters	a. There are not too many colors	17
		b. The media have appropriate color combination between background and letters	29

	that should be used in English interactive multimedia	c. The letters have bright colors	11
14.	The students' opinion about the existence of explanative illustration in English interactive multimedia	a. It is not needed	-
		b. It is sometimes needed	3
		c. It is apparently needed	10
		d. It is needed to make the media interesting	14
15.	The students' opinion about the existence of decorative illustration in English interactive multimedia	a. It is not needed	-
		b. It is sometimes needed	3
		c. It is apparently needed	8
		d. It is needed to make the media interesting	16
16.	The students opinion about the back sound and music in English interactive multimedia	a. It is not needed	-
		b. It is sometimes needed	-
		c. It is apparently needed	2
		d. It is needed to make the media interesting	25
17.	The students opinion about the navigation that should be used in English interactive multimedia	a. Not too complicated	28
		b. Having appropriate navigational icons (next, pervious, exit, etc)	10
		c. Easy to find the location of the navigational icons	13
		d. Combination a, b and c	8

Based on the table above, most of the students' motivation to learn English was to master English. They also wanted to be able to communicate in formal and informal situation in the daily activities. However, they still had limitations in the speaking skill. In addition, most of the students had a low English proficiency level.

Based on the result of the needs analysis above, in the teaching and learning process, the students preferred the teachers to teach using certain media. Most of them preferred English interactive multimedia as media in the teaching and learning process. However, the content of the materials should match with the standard competences and basic competences. In Module I

and Module 2 of learning activities, the media provided the students to practice their English speaking skill especially in language functions.

Related to the media, the recording of monologues and dialogues in English interactive multimedia was needed to make the media interesting. Most of the students preferred that the layout which should be used in English interactive multimedia were interesting, motivating and having good color combination. The size of letters which should be used in English interactive multimedia was the size that could be read clearly by the students. The students preferred that the font which should be used in English interactive multimedia was simple, legible and clear. The color combination between background and letters should also be interesting. Moreover, they preferred the navigation that should be used in English interactive multimedia was not too difficult.

B. The Suitable Contents of English Interactive Multimedia for the Speaking skills

There are some suitable contents that researcher used as a guideline to develop the English interactive multimedia. The suitable contents had been consulted and suggested by the contents expert. The following are the descriptions of the suitable contents in using the English interactive multimedia.

1. Speaking tasks should make the students practice their speaking skills.
2. The content of the materials should be appropriate with standard and basic competencies.

3. The media should fulfill the need for real life objects or texts.
4. Media materials should create a contextualized situation which language items are presented and practiced.
5. Media should provide a means of presenting materials in time-efficient and stimulating students' speaking skills.
6. The media should pay attention to the appropriateness of the materials for the students.
7. The media should provide the exercises to assess the students' performance (e.g. a student speech, an interview, a class discussion, a role play, etc.)
8. Media should pay attention to the background of the students such as age, interests, learning styles, etc.
9. Media should match with the teaching objectives of the lesson.

Based on those suitable contents above, the researcher developed the English interactive multimedia. There are three criteria presented in each point. They are skills, content of materials, and media. Those three criteria related each other to make some suitable contents to develop the English interactive media.

C. Criteria of English Interactive Learning Media Design

The researcher developed the English interactive multimedia according to the data of the needs analysis. Those data were used as a guideline in developing the English interactive multimedia. The following is

the description of students' motivation in using the English interactive multimedia.

1. The students' motivation to learn English is to master English.
2. The students' desire in learning English is to be able to communicate in formal or informal situation in the daily activities.
3. The students' limitation in learning English is in the English speaking skill.
4. Most of the students have a low English proficiency level.
5. The teaching-learning technique of English preferred by the students is the teachers explain the materials using certain media.

The following is the description of the English interactive multimedia design criteria.

1. The English teaching-learning media that the students need is English interactive learning media.
2. The content of materials should match with standard competences and basic competences.
3. In module1 and module2 of activities, they prefer listening to the dialogues/monologues directly and answering some questions by matching, dragging and dropping also answering true or false questions.
4. The layout that should be used in English interactive learning media should be interesting, motivating students to learn and having good color combination.

5. The size of letters that should be used in English interactive learning media should be legible and clear.
6. The font that should be used in English interactive learning media should be simple, legible and clear.
7. The color combination between background and letters that should be used in English interactive learning media should be appropriate.
8. The existence of explanative illustration is needed to make the media interesting.
9. The existence of decorative illustration is needed to make the media interesting.
10. The navigation that should be used in English interactive learning media should not be too difficult.

According to the student's motivation, from number 1 to number 5 do not have direct relation to the design of English interactive multimedia. The purpose to include the first question in the first questionnaire is to get information about the students' reason of their learning English. The second question is given to get some information about the students' goal of their learning English. The third question is given to get some information about the students' limitation in learning English. The fourth question is needed since the students' responses or answers would influence the language that is presented in the design of English interactive learning media. The fifth question is given to get information about the technique that the students want in learning English. Meanwhile the ten questions are given to get information

about the media that the students want in learning English. The rest of the criteria above are related directly to English interactive multimedia design.

D. Steps in Developing the English Interactive Learning Media

As mentioned in Chapter III, the researcher used ADDIE model (Taylor, 2004) to develop English interactive learning media. There are five phases that the researcher did in this study.

1) Analysis

Conducting observation and needs analysis were the first step done by the researcher. The researcher conducted an observation to find some information about the English teaching-learning process in class VII. The observation was conducted on February 7, 2011. The researcher conducted a needs analysis to find information about the students' needs and interests by using the first questionnaire. The researcher conducted the needs analysis on February 18, 2011. The data obtained were then used as the base of the next stage of the research.

2) Design

After conducting the needs analysis, the researcher selected the topics and objectives of the materials and wrote the course grid based on the results of the needs analysis and the School-based Curriculum. The course grid was used as the guideline in developing English interactive multimedia. The full course grid can be seen in Appendix 2

3) Development

The researcher designed the flowchart and the storyboard before developing the first draft of the media.

a) Designing the flowchart

The flowchart shows how every screen in the presentation would be linked and the potential paths that may be traversed in the presentation. There are two modes in English interactive multimedia. Those are the full screen mode and the navigation mode. The full screen mode means an intro screen and the navigation mode means a main menu screen. In the main menu there are two main menus, the first is *Hi, Guys!* And the second is *My Father is a Sailor*. Besides main menus there are eight sub menus. Those are *Directions*, *Learning goals*, *Materials*, *Evaluation*, *Language games*, *How much have you learnt*, *Developer*, and *References*. In *Materials* screen, there are three menus that can be chosen the first menus is about *Let's Start*, the second is *Let's Study* and the last is *Language Focus*. The flowchart of the media is in Figure 3.

FLOWCART

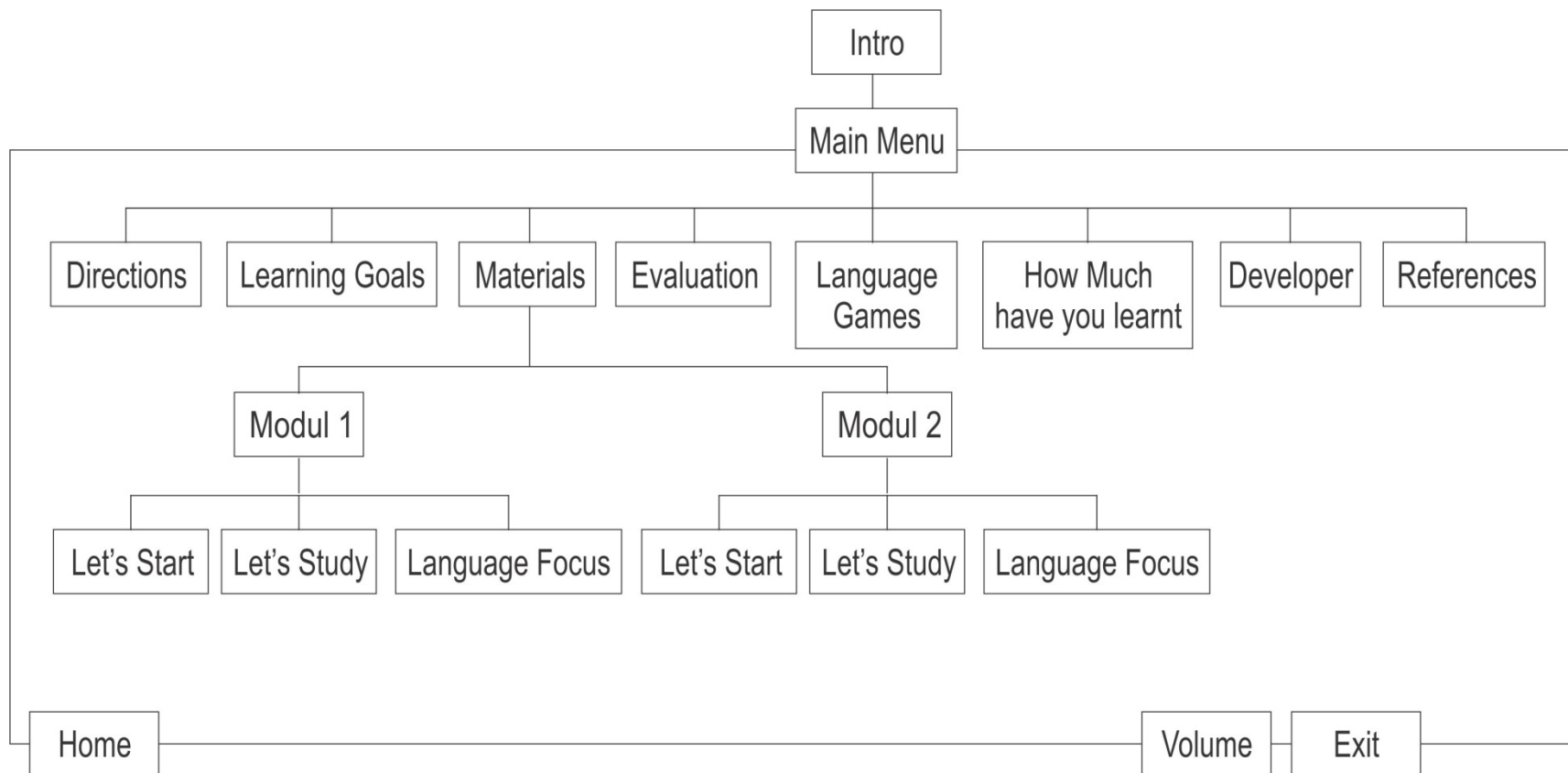


Figure 3: The flowchart of the media

b) Designing the storyboard

After designing the flowchart, the researcher designed the storyboard. The storyboard describes how every screen in the presentation will be displayed. The example of the storyboard is presented in Figure 4. The full storyboard can be seen in Appendix 4.

Scene	Visual	Audio
1.	 <p>Link : Scene 1</p>	Instrumentalmusic “Intro”
2.	 <p>Link : Scene 2</p>	Instrumental Music “Intro”


3.	 <p>Link : Scene 3</p> <p>Link: <i>Module 1</i> button scene 4</p> <p>Link: <i>Module2</i> button scene 5</p>	Instrumental Music“intro”
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Figure 4: The example of the storyboard of English interactive multimedia

1. Implementation

Before implementation, the researcher validated the media to experts to get some feedback. The feedback from the content expert were about *Learning Goals, Let's Start, Let's Study, Language Focus, Evaluation, Language Games, How much have you learnt*. Then, the feedback from the media expert was the researcher should make the answers in the dragging and dropping part to be flip back over, if they are wrong answers, In the *How much have you learnt*, the result of students' self-assessment should be replaced by informal language. Feedbacks were used to revise the media before implementation.

The researcher implemented the media to the students at Grade VII of SMP N I, Sleman Yogyakarta by using the second questionnaire. The implementation was conducted on May 25, 2012. There was no suggestion from the students. They were strongly agreed and agreed that each aspect of English interactive multimedia had been

appropriate and suitable as media in the English teaching-learning process. The researcher also gave the second questionnaire to the two English teachers to get some feedback and suggestion from them. Based on the result of the second questionnaire, two English teachers were strongly agreed and agreed that English interactive multimedia had been appropriate and suitable to be used as media in the English teaching-learning process.

2. *Evaluation*

The researcher evaluated and revised the media after the implementation based on the feedback. The researcher increased the volume of the audio because there were no many revisions from the respondents.

E. English Interactive Learning Media

1. General Descriptions

Generally, the layout of the English interactive multimedia is divided into two pages. Those pages are:

a. Start Page

Start Page is a page that is running before the users go to the Main Menu page. The Start Page provides introduction that present Department of English Education of Yogyakarta State University and English Interactive Multimedia for Students' speaking skill practice for Grade VII. Figures 5 and 6 show the Start Pages.

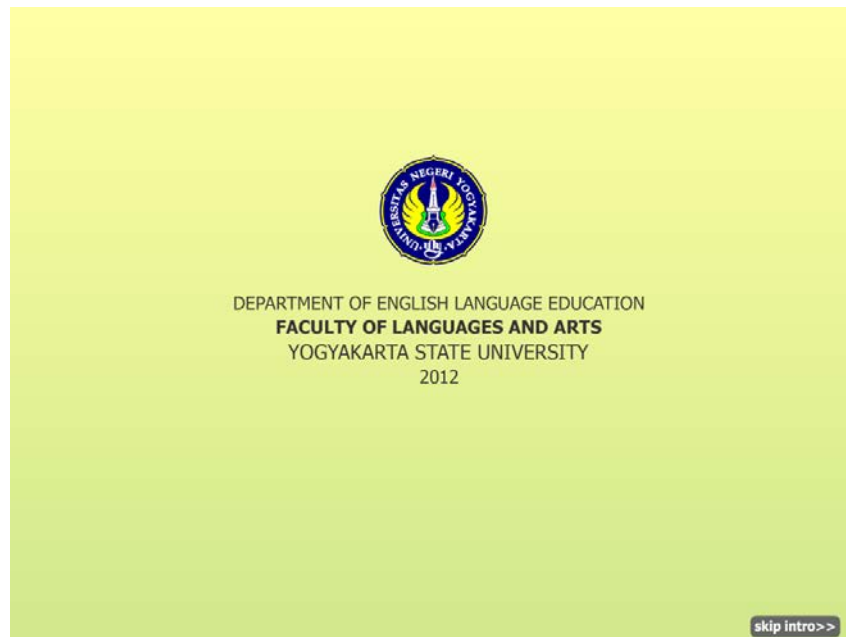


Figure 5: Start Page

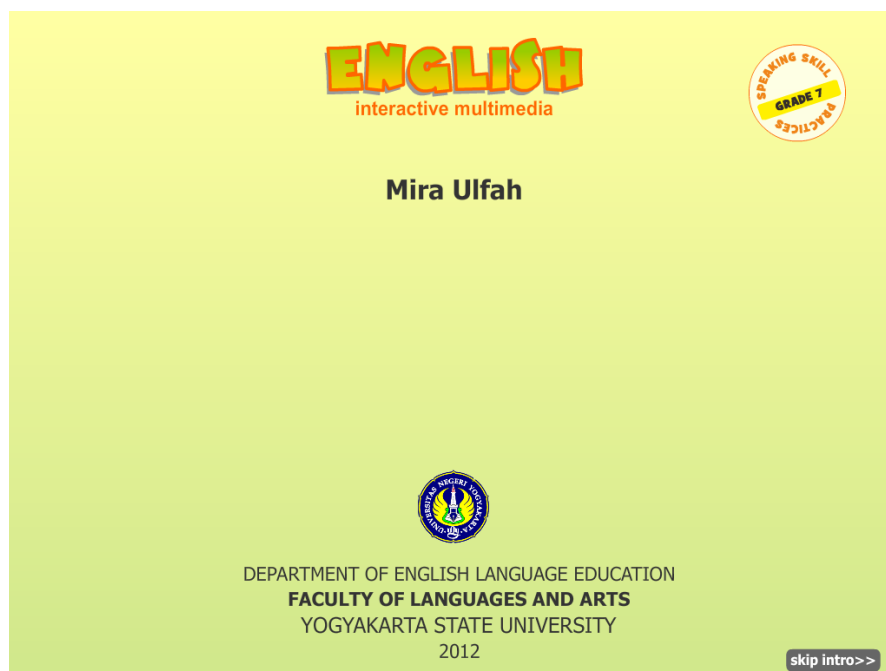


Figure 6: Start Page

b. Main Menu Page



Figure 7: Main Menu Page

Figure 7 shows the Main Menu page of the media. In the Main Menu page, there are two menus that can be chosen. Those are Module 1 and Module 2. The topic in module I is *Hi, guys!* And the in the Module 2 is *My father is a sailor*. There are eight sub menus. Those are *Learning Goals*, *Materials (Let's Start, Lets' Study, Language Focus)*, *Evaluation*, *Language Games*, *How much have you learnt*, *Direction*, *Developer* and *References*. On this page, the students are free to choose those menus by clicking the icons. *Direction* is the first menu. In this menu, the students can read some *Direction* on how to use the media or seen the video direction by clicking the icon. The second menu is *Learning Goals*. It provides the students to know their learning achievement. The third menu is *Materials*. In this menu, the students have chosen *Module I* or *Module 2*. In *Module I*, the students can click

the sections button to access the sub-menus. They are two sub-menus in *Let's Start*. In *Let's Study*, they are five sub-menus. In *Module 2*, there are two sub-menus in *Let's Start*. In *Let's Study*, there are four sub-menus. Then, there is *Language Focus*. It contains the materials summary of *Module 1* and *Module 2*. *Module 1* contains the expressions of greeting, introducing oneself and others, and leave taking. *Module 2* presents the expressions of asking and giving information about profession, asking and giving information about daily routines, and expressions of politeness. The fourth menu is *Evaluation*. It provides the students to practice some exercises related to the expressions which they have learnt before. The fifth menu is *Language Games*. In this menu, there is *How are you* song in *Module 1* while *Module 2* has tongue twisters. The sixth menu is *How much have you learnt*. In this menu, the students do some self-assessments in order to know how far they can master the lesson.

Besides the *Main Menu*, in the bottom of this page, there are six icons that can be chosen by the students. The first icon is *home*. This icon represents *Module 1* and *Module 2* that can be chosen by the students. The second icon is *direction*. It provides the students whenever they want to see the direction once more. They can also see the video direction. The third icon is *References*. In this icon, the students can see several sources that are used in developing the media. The fourth icon is *Developer*. The students can see the researcher's

biography and some people who have helped the researcher to develop the media in the end of the media the student can see the list of the people who support this media. The fifth icon is *Volume Control*. The students can control the volume by dragging the button. The last icon is *Exit*. The students can click that button if they want to quit or to exit the English interactive multimedia.

2. Unit Descriptions

As mentioned before, the media consists of two modules. Each module has different topics. The topics are *Hi, guys!* And *My father is a sailor*. The researcher defined the topics based on the syllabus of English for students at semester one of Grade VII. Then, the researcher developed the materials and organized the materials into English speaking skills. In each module, there are eight menus that can be chosen. Those are *Direction*, *Learning goals*, *the Materials (Let's Start, Let's Study, Language Focus)*, *Evaluation*, *Language Games*, *How much have you learnt*, *Developer*, and *References*. Below is the explanation of each menu.

a. Welcome Page

When the students click *Module 1* and *Module 2*, they will go to the *welcome* page and next page in which there are some exercises and materials. Figure 8 show the *Welcome* page.

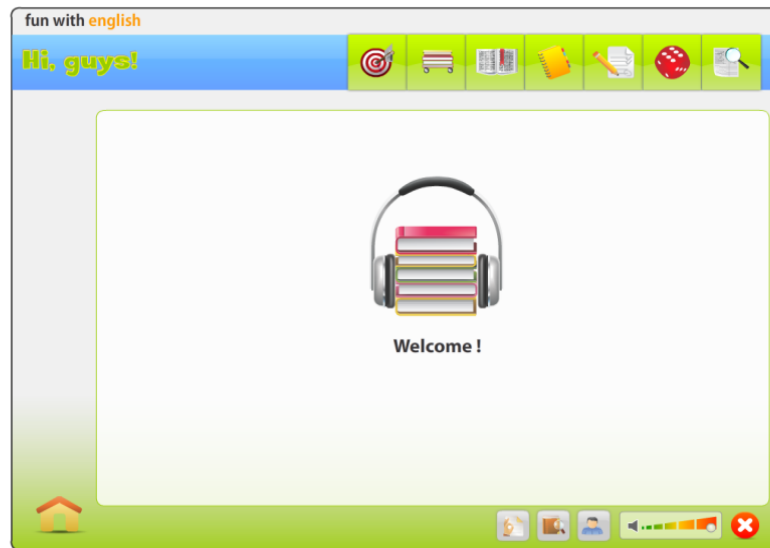


Figure 8: Welcome Page

b. Direction page

When the students click *Direction*, the students will go to the *Direction* page. In this page, there are some directions on how to use or to operate the English interactive multimedia. Besides, there is a video direction in order to make detailed information about the media. Figure 9 show the *Direction* page.



Figure 9: Direction Page

c. Learning goals Page

Learning goals can help the students to know the objectives of the English speaking skills. Figures 10 and 11 show the page of the learning goals.

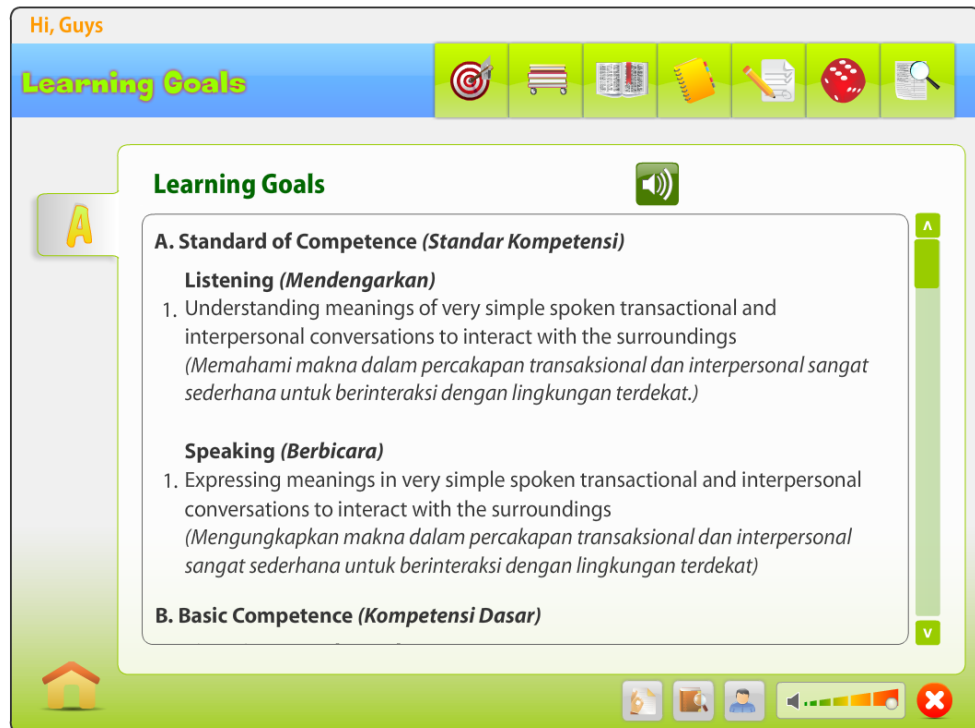


Figure 10: Learning Goals of Module I

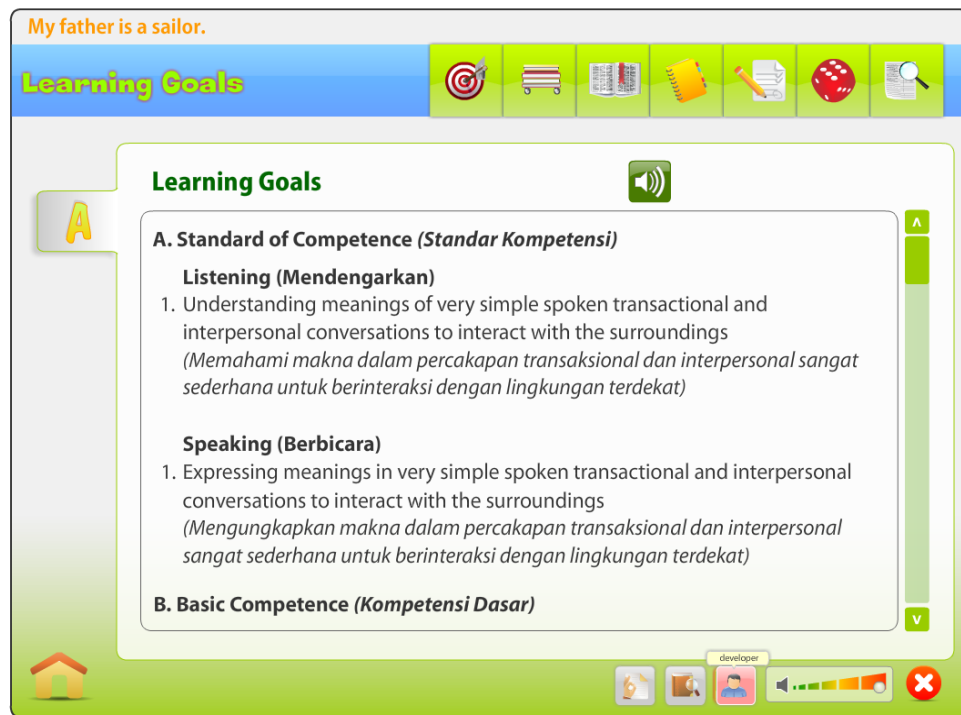


Figure 11: Learning Goals of Module 2

d. Material page

1) Module 1

The materials in this module consist of three sections. They are *Let's Start*, *Let's Study*, and *Language focus*. There are two kinds of exercises in the *Let's start* section. They are exercise A and Exercise B. In the *Let's Study* section there are five exercises, the icon task of the exercise is A-E



Figure 12 Let's Start Page

Figure 12 shows the exercise A in the *Let's Start* section. In this section, the students can click the picture to listen to the dialog about greetings.



Figure 13: Let's Start Page

Figure 13 shows exercise B in the *Let's Start* section. The students can click the audio button to listen to the expression. Then, they can answer the questions in the right side of the audio button by dragging the correct answer. When their answer is correct, there is a green check (✓) symbol. However, when their answer is wrong, there is a red cross (X) symbol. Finally, they can see the result.

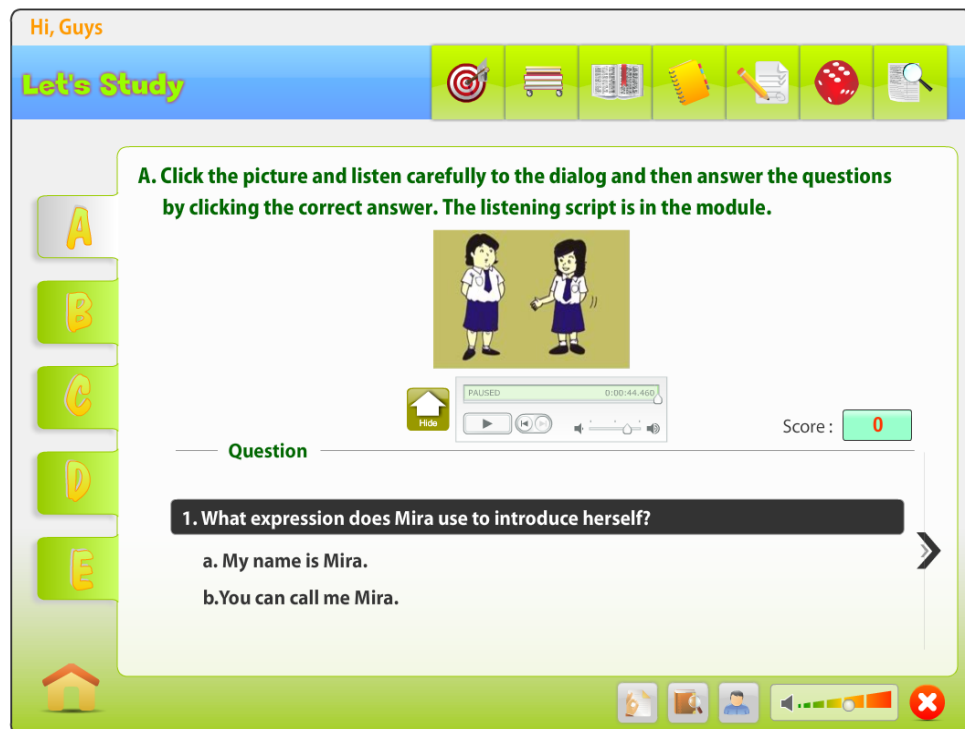


Figure 14: Let's Study Page

In the *Let's Study* section, exercise A shows the multiple choice exercise. The students can click the picture to listen to the dialog. Then, they can answer the multiple choice question. However, they have to click next button to continue the multiple choice question. If they can see the result scores they can click return button. The feedback whether the answer is correct or wrong is also the same as that in *Let's Start* exercises in *Module I*.

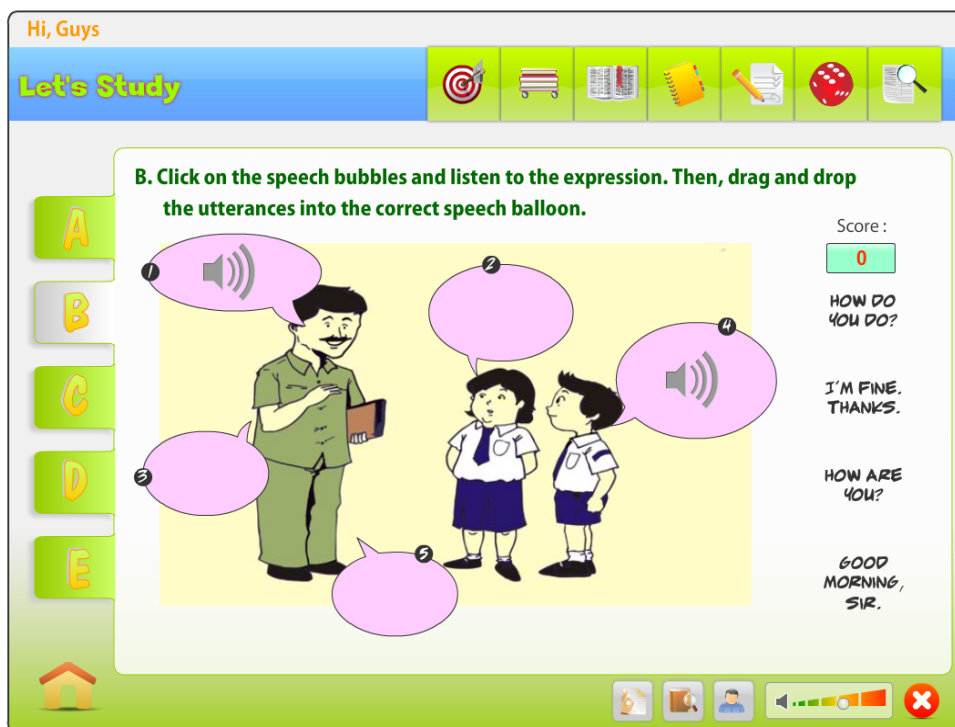


Figure 15: Let's Study Page

Exercise B is dragging and dropping the utterances into the correct speech balloon. This section, the students have to click the audio button to listen to the conversation. Then dragging and dropping the appropriate answer from the right side. And the feedback is the same as that in exercise B of *Let's Start*.

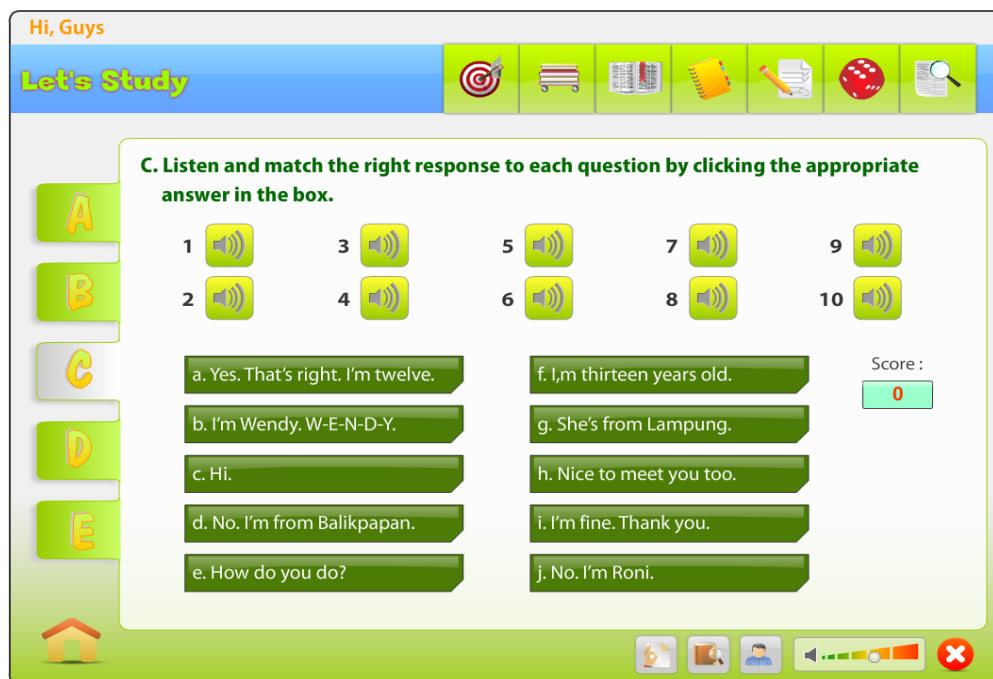


Figure 16: Let's Study Page

In the exercise C, the first step is that the students have to listen to the audio, and then match the expression with the right responses by clicking the appropriate answers in the box. And the feedback is the same as that in *Let's Start* exercise B.

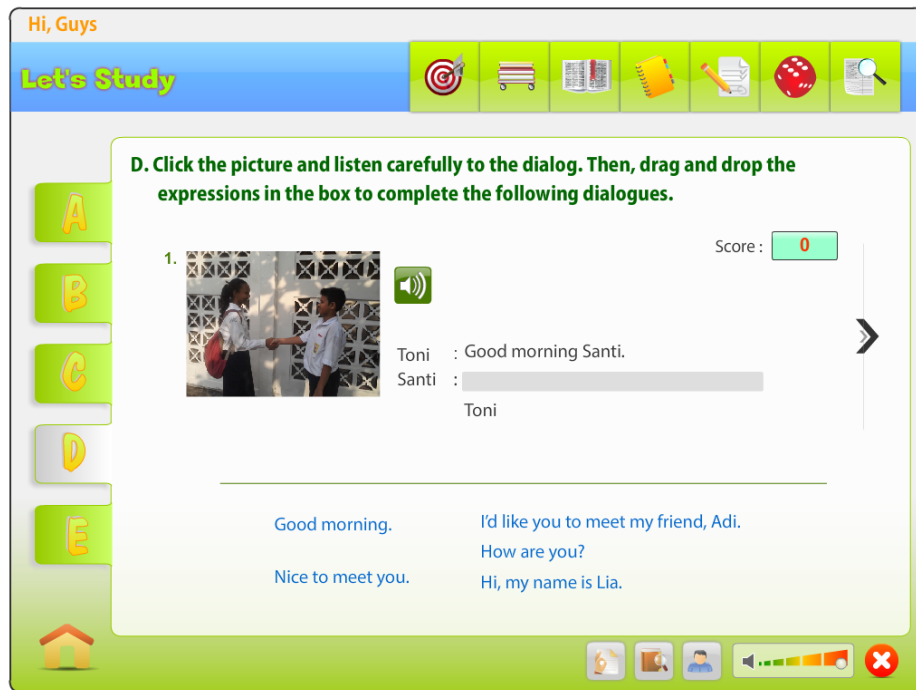


Figure 17: Let's Study Page

The students can learn about greeting and introducing in the exercise D in the *Let's Study* section. In this section, they can complete the dialogues by dragging and dropping the responses after listening the dialog. The dialog can be accede by clicking the picture.



Figure 18: Let's Study

In exercise E, the students have to click the speech bubbles and listen to the dialog first. Then, they can answer the questions by dragging and dropping the utterances into the correct speech balloon. In this section, the students have to click the speech bubbles to listen the conversation. And the feedback is the same as that in exercise B of the *Let's Start*.

Meanwhile, *Language Focus* in *Module 1* contains expressions of greeting, introducing one and others, and leave taking.

Hi, Guys

Language Focus

Study the explanation below. (Pelajari penjelasan berikut ini)

Berikut ini adalah ungkapan-ungkapan (gambits) yang biasa digunakan orang untuk memperkenalkan diri sendiri dan orang lain serta cara meresponnya.

Expressions	Function
Good morning. Good afternoon. Good evening. Hi. Hello.	Greeting (Sapaan)
Let me introduce myself. My name is.... I'd like to introduce myself. My name is.... Allow me to introduce myself. My name is.... Nice to meet you How do you do?	Introducing yourself (Memperkenalkan diri sendiri)
I'd like to introduce.... Let me introduce.... Allow me to introduce.... I'd like you to meet my friend....	Introducing others (Memperkenalkan seseorang/ orang lain)

Figure 19: Language Focus Page

Hi, Guys

Language Focus

Berikut ini adalah ungkapan-ungkapan (gambits) yang biasa digunakan orang untuk berpisah.

Leave taking	Responses
Sorry, I have to go now.	Yes of course. See you.
I'll talk to you later.	Sure. See you later.
It's been nice talking to you.	So long.
Bye-bye/ Bye.	Keep in touch.
Good bye.	Take care.
See you tomorrow	See you at school.

Figure 20: Language Focus Page

2) Module 2

The materials in this module consist of three sections. They are *Let's Start*, *Let's Study*, and *Language Focus*. There are two kinds of exercises in the *Let's Start* section. They are exercise A and Exercise B. and in the *Let's Study* there are four exercises and the task symbols are A-D



Figure 21: Let's Start Page

In Exercise A of *Start* section, the students have to match the people's profession with the audio button icon. The first step is the students have to identify people's profession by listening and clicking to the button icon and then clicking the correct picture. Then they will know

the result. The feedback is the same as that in the *Let's Start* section *Module I*.

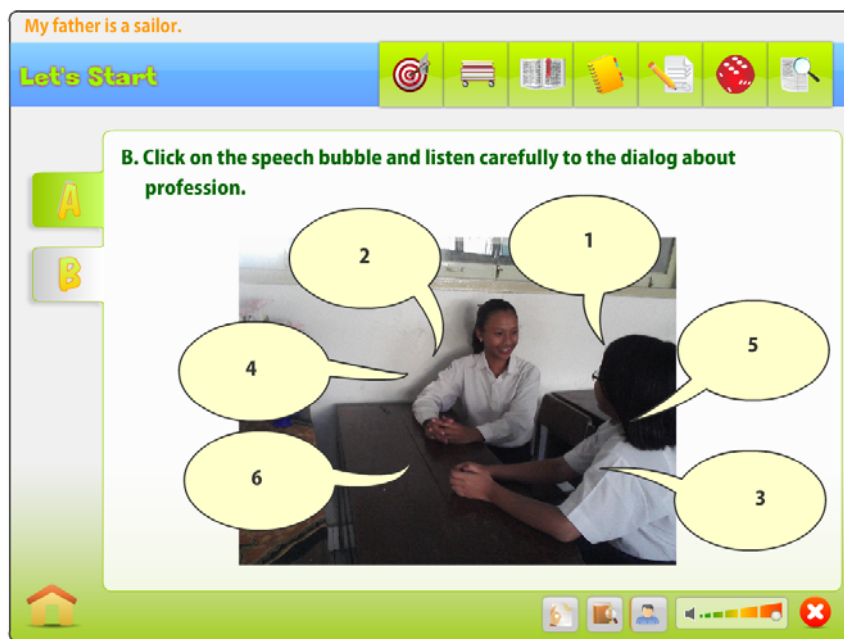


Figure 22: Let's Start Page

In Exercise B *Let's Start* section, the students can click the speech bubble to listen to the dialog about profession.



Figure 23: Let's Study Page


In the *Let's Study* section, in Exercise A the students can click the picture to listen to the speaker first. Then, they can answer the question by clicking the correct answer beside the picture. Then, they will know the scores. The feedback whether the answer is correct or wrong is also the same as that in *Let's Start* exercises in *Module I*.

My father is a sailor.

Let's Study

B. Click the picture and listen carefully to the dialog and then answer the questions by clicking the correct answer. The listening script is in the module.

Score : 0



1. Which expression of politeness does Mrs. Rosa use?

- a. I want them, please.
- b. O.K. I'll take these, please.

2. What response does the shop assistant give to the expression in Number 1?

- a. Wait a minute, Madam.
- b. All right. I will prepare the receipt. Here you are.

3. What does Mrs. Rosa buy?

- a. Slippers.
- b. Shoes.

Figure 24: Let's Study Page

TheExercise B shows the multiple choice exercise. The students can click the picture to listen to the dialog. Then, they can answer the multiple choice questions. Finally, they can see the scores. The feedback whether the answer is correct or wrong is also the same as that in *Let's Start* exercises in *Module I*.

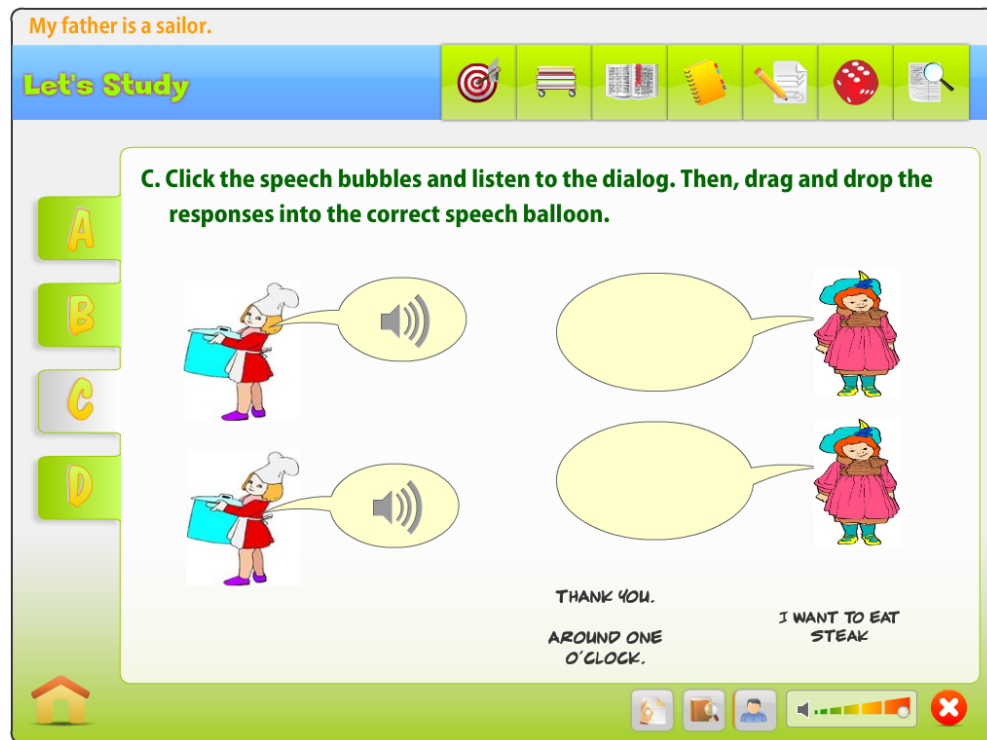


Figure 25: Let's Study Page

In Exercise C, the students have to click speech bubbles and listen to the dialog first. Then, they can answer the questions by dragging and dropping the utterances into the correct speech balloons. In this section, the students have to click the speech bubbles to listen to all of the dialogues in the dialog then, dragging and dropping the responses into the correct speech balloon. And the feedback is the same as that in the *Let'sStart* in Exercise B.

My father is a sailor.

Let's Study



D. Click the audio button to listen to these people's daily routines carefully.
Click the professions which are suitable with her/his daily routines in the box.


A



B

C


D

  I get up at 2 o'clock in the morning. I take my small boat out to sea. I work from 3.30 until about 6 a.m. Then I go to market and sell the fish I have. Some days are good, some days are not so good. When I get home, I sleep for about three hours.

  I get up at 6 o'clock in the morning. I work from 8 a.m. to 2 p.m. every day. I work in Yogyakarta. I collect the letters in the morning and then deliver them to 10 streets. From 12 to 2, I work in the office. I sort the letters and serve customers.

  I start work at half past nine. The first customers arrive around 10 o'clock. I sell glasses and cups. Sometimes the customers are very rude they don't say please or thank you. I finish work at around 7 p.m. I stand up all day so my legs are very tired.


Postman


Fisherman



Shop assistant

Figure 26: Let's Study Page

In Exercise D, the students have to match people's daily routines with their professions. In this exercise, they have to click the correct pictures to answer the question. Before the students answer the question, the first step is listening to the audio by clicking the audio button. The feedback is the same as that in the Let's Startin Exercise B.

Meanwhile, *Language Focus* in Module 2 contains the expressions of Asking and giving information, about daily routines and expressions of politeness.

My father is a sailor.

Language Focus

Study the explanation below.

A Berikut ini adalah ungkapan-ungkapan (gambit) yang bisa di gunakan orang untuk memberikan informasi tentang pekerjaan, kegiatan sehari-hari dan kesopansantunan serta cara meresponnya.

B

1. Expressions of asking and giving information about professions

Asking information about professions	Giving information about professions
- What do you do Ulfah?	- I'm a doctor.
- Where do you work?	- I work at Jogja International Hospital.
- What's the name of the company?	- It's called Country Life magazine.

Asking information about daily routines	Giving information about daily routines
- What time do you get up?	- I get up at eight o'clock.
- When do you have lunch?	- Around one o'clock.
- What do you do in the evenings?	- I watch TV and do my homework.

My father is a sailor.

Language Focus

Study the explanation below.

A Berikut ini adalah ungkapan-ungkapan (gambit) yang bisa di gunakan orang untuk memberikan informasi tentang pekerjaan, kegiatan sehari-hari dan kesopansantunan serta cara meresponnya.

B

2. Expressions of politeness

- Excuse me, I'd like a box of chocolates for my friend.
- Excuse me, Madam. Where do you go?
- I want to buy these shoes in a larger size, please.
- I would like to go to Sekar Mirah Street number 24A, please.

Figure 27 and 28: Language Focus Page

e. Evaluation

If the students want to check their understanding about the *Materials*, they can click *Evaluation*. In the evaluation section in Module 1 there are two kinds of exercises. They are answering true or false questions and filling in the blank. And in Module 2 there are also two kinds of exercises. They are matching people's profession with their work place and filling in the blank about daily routines by dragging and dropping the answer. Those feedback are also the same as those in the *Let's Start* exercise B in *Module I*. Figures 29, 30, 31 and 32 below show the *Evaluation* pages.



Figure 29: Evaluation page

Hi, Guys

Evaluation

B. Click the audio button to listen to the dialog. Then after you finish, fill these blank boxes by dragging and dropping the appropriate expressions in the boxes.

Score : 0

Sandra is walking down the hall with Sita when they meet Ramon. They stop and chat with him.

Sandra : Hi, Romi. How are you? Long time no see.

Romi : Hi, Sandra. I'm doing fine. Thank you. What about you?

Sandra : Very well, thank you.

Romi : I haven't seen you for ages. What have you been doing?

Sandra : Well, I'm pretty busy with school and extracurricular activities. What about you?

Romi : Pretty much the same. By the way, you haven't introduced your friend to me.

Sandra : Oh, I'm sorry, Romi. This is my friend Sita. Sita, this is my friend, Romi.

Romi : Nice to meet you, Sita.

Sita : Nice to meet you too.

Sandra : Sita moved here about two months ago.

Romi : Really? Where are you from Sita?

Sita : I'm from Bali.

Sandra : Very nice to see you, Romi, but we have to go.

Romi : Okay. See you later!

Sandra & Sita : See you!

Leave thanking Greetings and being polite

Introducing others Greetings

Figure 30: Evaluation page

My father is a sailor.

Evaluation

A. Listen and match the right response to each question by clicking the appropriate answer in the box.

Score : 0

1 2

3 4

5 6

7 8

9 10

Works in a hospital Works on a farm

Works on a ship Works in a dentist's surgery

Works in a police station Works at home

Works in an office Works at school/campus

Works in a doctor's surgery Works in a store

Figure 31: Evaluation page

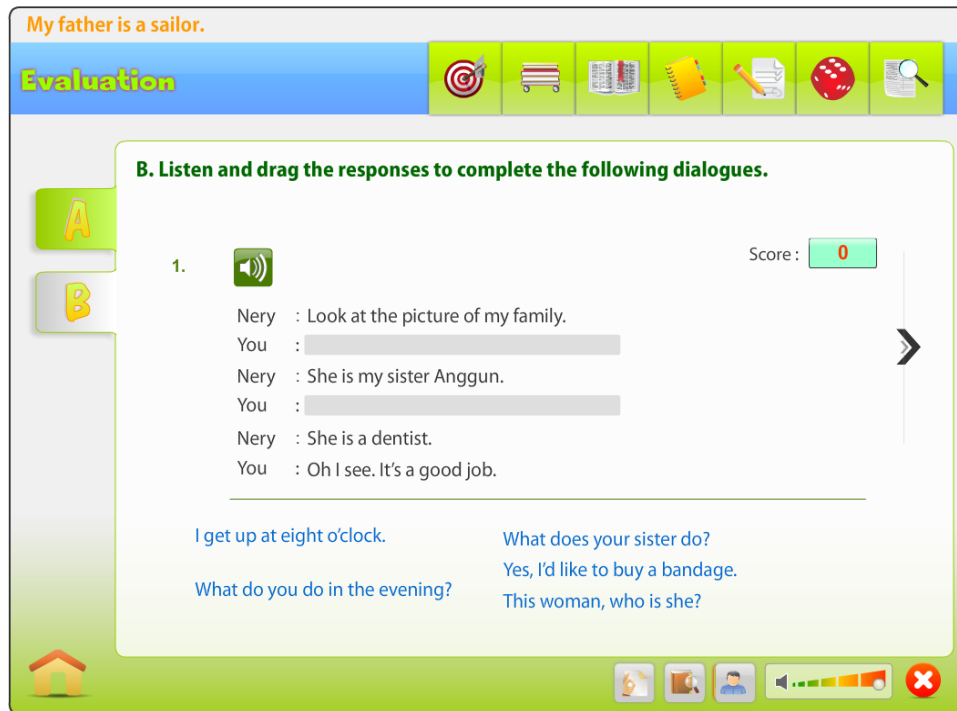


Figure 32: Evaluation page

When the students click *Language Games*, in *Module 1* is listen to “*how are you*” song and in *Module 2* is the tongue twister and practice it. Figures 33 and 34 show the *Language Games* pages.

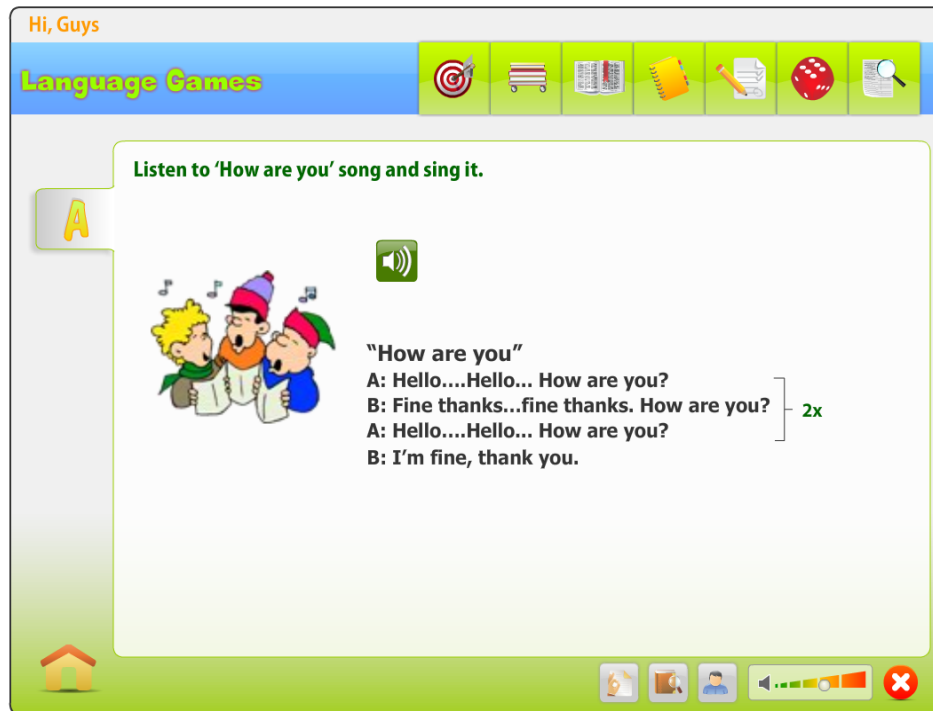


Figure 33: Language Game Page

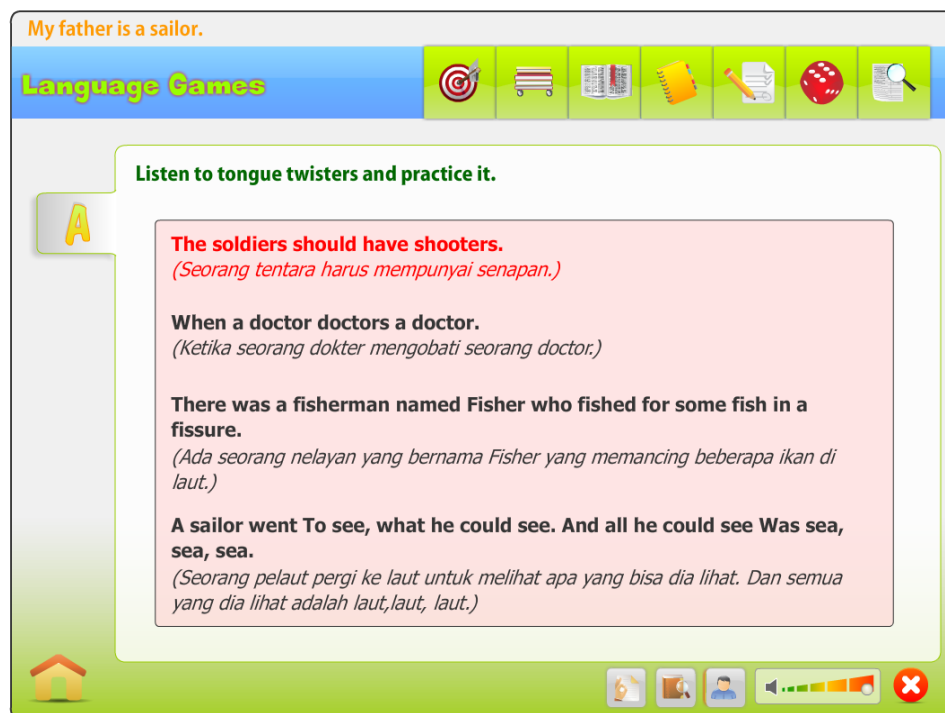


Figure 34: Language Game Page

When the students click *How much have you learnt?* The students can assess themselves -assessments in order to know how far they can master the lesson.

Hi, Guys

How Much Have you Learnt?

Have you explored this program completely? If you have, assess yourself now.

Read the statements and put a tick in the appropriate box.
(Baca pernyataan berikut ini dan berilah tanda centang di dalam kotak yang sesuai.)

No.	Statements	Very Good	Good	OK
1.	I can greet other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I can introduce myself to other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I can say leave taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OK << Tekan tombol OK untuk melanjutkan proses.

Figure 35: How much have you learnt? Page

My father is a sailor.

How Much Have you Learnt?

Have you explored this program completely? If you have, assess yourself now.

A

Read the statements and put a tick in the appropriate box.
(Baca pernyataan berikut ini dan berilah tanda centang di dalam kotak yang sesuai.)

No.	Statements	Very Good	Good	OK
1.	I can ask for and give information about profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I can ask about daily routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I can express politeness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OK << Tekan tombol OK untuk melanjutkan proses.

Figure 36: How much have you learnt? Page

When the students click *Developer*, they can read the biography of the researcher and at the end of learning activities there is a list of people who have helped the researcher in developing the media. Figure 37 shows the *Developer* page.

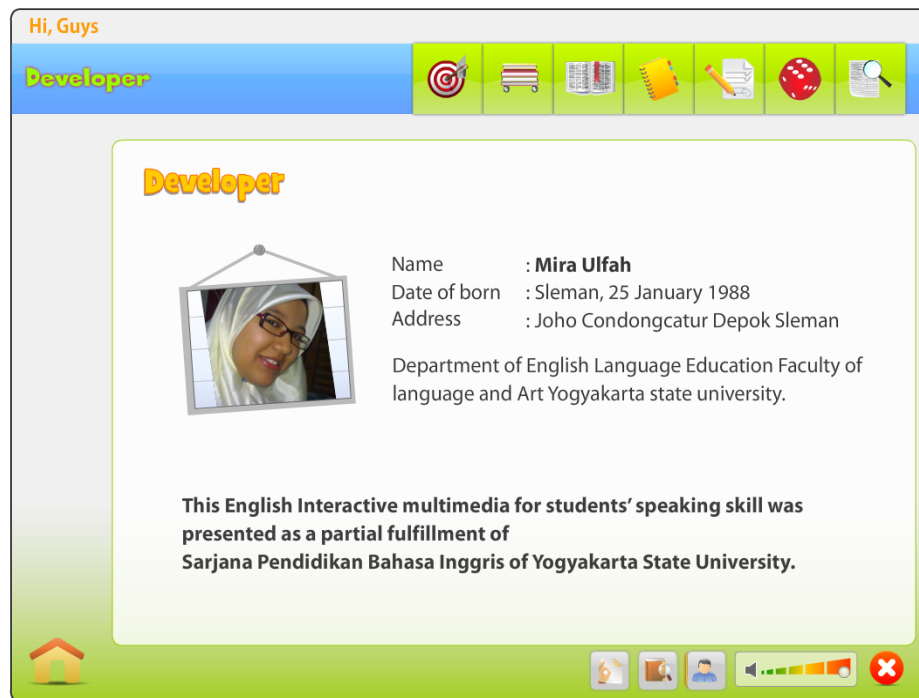


Figure 37: Developer Page



Figure 38: References Page

The contents of the materials in each module are presented in the following explanation.

a. Module 1

The topic of this lesson is *Introduction*. The students can do some exercises that are provided. There are seven tasks in this lesson. Two tasks are in *Let's Start* section. *Let's Study* section consists of five tasks. The task symbol is letter from A-E

In the *Let's Start* section, the students are expected to be able to identify expressions of kinds of greeting. The goals of the *Let's Start* section is the students are expected to greet someone. In the *Let's Study* section the students are expected to be able to introduce oneself and others, leave taking. In this section, the students are expected to be able to introduce oneself and others, to say good bye, to ask and to give personal information orally, accurately, fluently and appropriately. The learning goals of module 1 are the students can produce some oral dialogues in daily communication after they play this media.

b. Module2

The topic of this lesson is *Professions*. The students can learn about professions and daily routines. Moreover, they can learn how to express politeness. There are six tasks provided. Two tasks are in *Let's Start* and four tasks are in *Let's Study*.

The learning goals that are achieved in this section are identifying expressions of politeness, asking and giving information about professions and daily routines. It is expected that the students are be able to express politeness, to ask and to give information about professions and daily routines orally, accurately, fluently and appropriately.

The input texts are oral dialogues, monologues and short simple texts about daily routines.

F. Evaluation

The researcher makes an evaluation inorder to evaluate and validate the media. It also aims to know whether the media are suitable for the students and ready for them. The media experts have evaluated and validated the media which focused on the content of materials, the design, and the proper instructions. They are content and media experts. The content and media expert is Mrs. Anita Triastuti, MA. She is an English Education lecturer of Yogyakarta State University. However, the researcher realizes that this media is imperfect because it cannot make students' produce speaking. Despite of that, the media can help and support the students in the teaching-learning process especially the speaking practice.

1. Expert Evaluation

a. Feedback from the Content Expert and Media Expert

There are some feedbacks from the content expert related to the content of the materials. Generally, there is no error related to the navigation. The lay out, colors and pictures are good. However, there are several aspects should be revised. The results of feedback from the content expert are presented in the following tables.

Table 10: Feedback of Content Expert and Media Expert

Screen	Comments, Suggestions	Action Taken
Dragging and dropping exercise.	If the students' answers are wrong, they will flip back over.	The answers have been re-recorded
Learning Goals	Learning goals and tasks do not match	Learning goals and tasks have been matched
How much have you learnt?	It is mistyped	The wrong typing has been corrected

b. Revision

After getting feedbacks from the experts, the researcher revised the media, including content materials and media designs. All feedbacks from the experts have been corrected. There was no revision related to the navigation and design of the English interactive media. The media could run well and there are no errors at all. This revision draft or second draft then was implemented in the class to see whether this English interactive multimedia was effective and suitable for the students at Grade VII in learning English.

2. Try Out

The researcher asked 28 students to participate in the try out. The researcher also distributed the second questionnaire to two English teachers of SMP N 1, Sleman Yogyakarta. As mentioned in Chapter I, the objectives of this study are to find out the criteria of effective design of English interactive learning media and to develop the effective design of English interactive learning media as multimedia for students at Grade VII of SMP N 1, Sleman Yogyakarta. Therefore, the study was not concerned with the improvement of their English achievement before and after using this English interactive learning media. In this case, there is no control or experimental group assigned. The try out was held about one and a half hours. After try out, they were distributed a questionnaire.

a. Data Analysis

As mentioned in Chapter III, there were two questionnaires that were distributed to the students. The first questionnaire was intended to discover the students' needs of the appropriate English interactive multimedia. This type of the data was a description about the students' needs of the appropriate English interactive multimedia design. The second questionnaire was intended to know the data of quality of multimedia design. Considering that the researcher used a Likert Scale to collect the data, each indication of the response to the statement was weighted with a score. For Strongly Agree (SA), the score is 5. For Agree (A), the score is 4. For Undecided (U), the score is 3. For Disagree (D), the score is 2. For Strongly Disagree (SD), the score is 1.

is 3. For Disagree (D), the score is 2. For Strongly Disagree (SD), the score is 1.

The second questionnaire was divided into 3 aspects. Those are Content Aspect, Media Aspect and Interactivity Aspect. The questionnaire covered all the aspects and elements of an effective English interactive multimedia. The results of the data lead to a new final draft of English interactive multimedia. After getting the data, the researcher evaluated them to find out the mean, ideal mean and ideal standard deviation of the respondents' agreement towards each aspect in the questionnaires.

1) Data from the Students

The score and the mean of the students' agreement toward each aspect in the questionnaire were presented in Table 11 below.

Table 11: **The Score and Mean**

No	Aspects	Score	Mean
1	Content Aspect	980	35
2	Media Aspect	1484	53
3	Interactivity Aspect	616	22

After getting the score and mean, the researcher defined the ideal mean and the ideal standard deviation. Here is the ideal mean and the ideal standard deviation.

Table 12: **The Ideal Mean and Ideal Standard Deviation**

	Aspects		
	Content	Media	Interactivity
Statement	8	13	5
Ideal highest score	40	45	25

Ideal lowest score	8	13	5
Mi	24	29	15
Sdi	8	9,7	5

After getting the ideal mean and the ideal standard deviation, the researcher made the classification of the mean based on table 6 (quantitative to qualitative data conversion) in the chapter III to know the category of each aspect in the English interactive multimedia designed. The result is presented in Table13

Table 13: The Criteria of Each Aspect in the English Interactive Multimedia Design

Category	Aspects		
	Content	Media	Interactivity
Very Good	$\bar{X} > 36$	$\bar{X} > 43,55$	$\bar{X} > 22.5$
Good	$28 < \bar{X} \leq 36$	$33,85 < \bar{X} \leq 43,55$	$17.5 < \bar{X} \leq 22.5$
Fair	$20 < \bar{X} \leq 28$	$24,15 < \bar{X} \leq 33,85$	$12.5 < \bar{X} \leq 17.5$
Poor	$12 < \bar{X} \leq 20$	$14,55 < \bar{X} \leq 24,15$	$7.5 < \bar{X} \leq 12.5$
Very Poor	$\bar{X} < 12$	$\bar{X} < 14,55$	$\bar{X} < 7.5$

According to the table above, the researcher could categorize the English interactive media whether very good, good, fair, poor or very poor.

**Table 14: The Category of Each Aspect in the English
Interactive Learning Media Design**

Aspects	Mean	Category
Content	35	Good
Media	53	Very Good
Interactivity	22	Good

Based on Table 14, the content aspect is categorized into *Good*, because the mean is more than 28 and the less than 36. Then the media aspect is categorized as *very good*. It is because the mean is higher than 43, 55. While the interactivity aspect is categorized in to *Good*. It is because the mean is more than 17, 5 and less than 22, 5.

2) Data from English Teachers

The researcher distributed the second questionnaire to the three English teachers. The aim is to know the data of quality of multimedia design from the English teachers' view. In analyzing the data from the teachers, the researcher used the same ways with analysis data from the students. Because the ideal mean, ideal standard deviation and the ideal computation category criteria have been defined, the researcher defined the score and the mean only. After getting the score and the mean, the researcher could categorize each aspect. Table 15 presented the result of the score, the mean and the category.

Table 15: The Scores, the Mean and the Category

No	Aspects	Score	Mean	Category
1	Content Aspect	88	29.3	Good
2	Media Aspect	150	50	Very Good
3	Interactivity Aspect	59	19.66	Good

Based on the table above, it can be seen that media aspect got a very good category. It is similar to the students' data. The content aspect got mean 29.3 and it means the content aspect got a good category. In the interactivity aspect also got good category.

3. Interview Transcripts

Besides the feedback from the media and content experts, the researcher also presents the interview transcripts to support the validity of the research. The interview transcripts showed the students' easiness or difficulty doing the tasks, students' ability in acquiring the materials, and students' opinions related to the use of the media. The following is the interview transcripts.

T= the teacher S1= Student 1

T: Do you have any question? (*Ada pertanyaan nggak?*)

S1: No, Ma'am. I have followed the instructions well. (*Nggak, Bu. Saya sudah mengikuti petunjuk soal dengan baik.*)

T: Welldone! If you have finished the task, you can submit it. (*Bagus! Kalo sudah selesai, bisa dikumpulkan.*)

S1: OK, Ma'am. (*Ya, Bu.*)

(Interview 1, Appendix 4)

T= the teacher S2= Student 2

T= Do you have any difficulty? (*Ada kesulitan nggak?*)

S2= A little bit, Ma'am. I still make few mistakes when matching the dialogues with the appropriate expressions. (*Sedikit, Bu. Saya*

masih salah saat mencocokkan dialog dengan ungkapan-ungkapan yang tepat.)

T= Well, you have to practice more and more. Listen to the dialogs carefully, okay! *(Baiklah, kamu harus sering-sering berlatih. Dengarkan dialog-dalognya dengan teliti. Paham!)*

S2= OK, Ma'am. Thank you. *(Iya, Bu. Terimakasih.)*

(Interview2, Appendix 4)

T= the teacher S1= Student 1 S2= Student 2

T= How is the media? Can you switch on it? *(Gimana medianya? Tadi kalian bisa nyetelnya nggak?)*

S1= Yes, I can do Ma'am. *(Bisa, Bu.)*

S2= Me too, Ma'am. *(Saya juga, Bu.)*

T= How's about the audio? Is it clear? *(Gimana suaranya? Jelas nggak?)*

S2= A little bit low, Ma'am. It should be increased the volume. *(Kurang keras, Bu. Sebaiknya dinaikkan volumenya.)*

S1= Yes, Ma'am. I agree. *(Ya, Bu. Saya setuju.)*

T= OK, I'll check and fix it. *(OK, Saya periksa dan betulin dulu.)*

(Interview 3, Appendix 4)

b. Findings and discussion

According to the data analysis above, it can be concluded that there is no aspect which got fair, poor and very poor category. The data analysis from all respondents showed that in the media aspect was in very good category, in the content and interactivity aspects were in good category.

The media aspects of interactive multimedia have six features, namely contents, screen design and slides, interaction and feedback, navigation, animation and audio. The first contents of interactive multimedia is contents. The contents on interactive multimedia in this study was developed from the learner needs.

The practices are presented from the easier to complex. The activities are varied. The materials presentation and instruction are delivered briefly and the materials was validated by the content experts.



Figure 13. Let's Start page

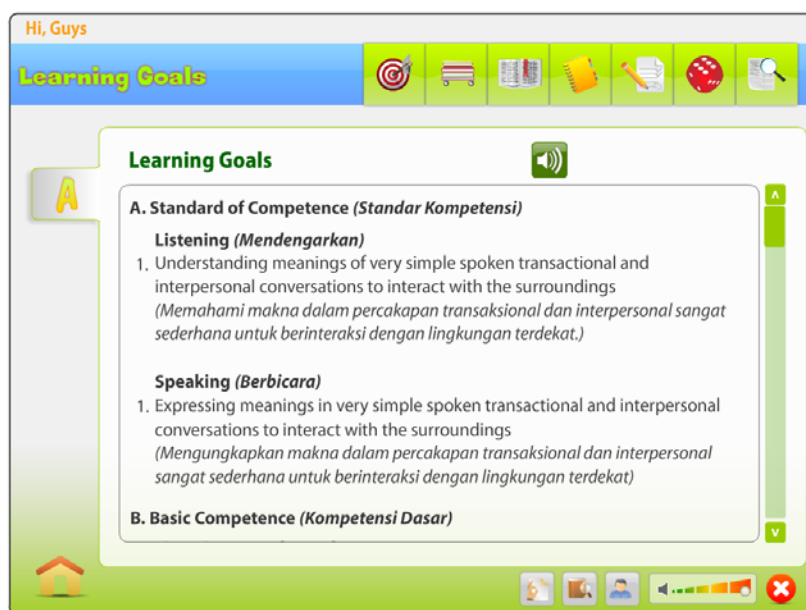


Figure 14. Learning Goals page

The second are screen design and slides. The text on the screen design and slides of the interactive multimedia in this study use Times New Roman or Arial of 12. The colors of background in the interactive multimedia are also chosen from the combination of green and yellow and the letters in the interactive multimedia are black. It looks suitable. These ideas are supported by Chee and Wong (2003) who state that screen design and slides in the interactive multimedia should focus on users' attention, develop and maintain interest, and use proper fonts in terms of style and size.



Figure 16. Le's Study page

The third is interaction and feedback. The interaction of the interactive multimedia in this study provides the practices in order to get user's thinking about contents the media uses score, try again and check to the answers feed back. The feed back will appear when users give

responses of the questions those are in line with Chee and Wong (2003) they suggest that interaction and feedback and well designed of interactive multimedia should encourage the users to be active participants in the instruction of learning process and provide feed back immediately after responses.

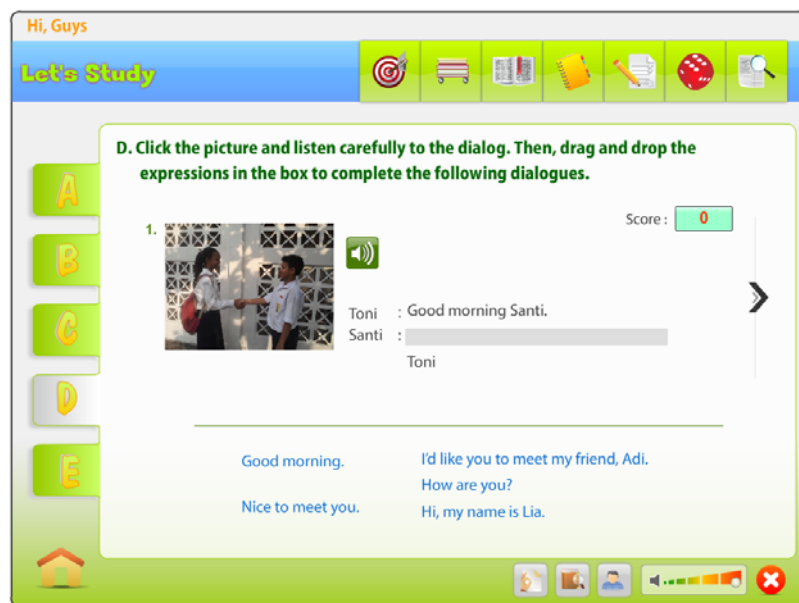


Figure 17. Let's Study page

The fourth is navigations. The navigation in interactive multimedia becomes one of the important fetures in relation to the function. The navigation in these media was placed in the appropriate position and also had good apperances. In this media the flame is placed at the centre bottomsides. The exit is placed on the right top side.

Newby (2000) suggest that the navigation in the interactive multimedia should be placed consistant in the same location and the bottoms should be familiars and easy to use.



Figure 9. Direction page

The next are graphic and animation. The quality of the visual was validated by the multimedia expert. She said that they were very good visual pictures or animations were well designed. The media also use animation or picture together with audio text. The animations that are used in the interactive multimedia are about the prefession of people.

This notion is supported by Newby (2000) who states that graphic and animation in the interactive multimedia should be placed effectively in order to attract the users' attention.



Figure 12 : Let's Start page

The last is audio. In this study the audio is focused on three categories. They are instrumental music, narration and conversation in the materials. Those are supported by Chee and Wong (2003) who state that audio in the interactive multimedia should have good quality in terms of sound.



Figure 13 : Let's Start page

Those results are as the criteria of well-designed English interactive multimedia. Therefore, it can be concluded that the English interactive multimedia is the effective interactive multimedia for students at Grade VII of the SMP N 1 Sleman, Yogyakarta.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research has the purpose to find out the suitable contents of English interactive multimedia and the criteria of well-designed media for the students at semester one of grade VII of SMPN 1 Sleman Yogyakarta. The following conclusions were made based on the research findings.

1. The suitable contents of English interactive multimedia

The study found that the suitable contents of English interactive multimedia are as follows:

- a. Speaking tasks should make the students practice their speaking skills.
- b. The content of the materials should be appropriate with standard and basic competencies.
- c. The media should fulfill the need for real life objects or texts.
- d. Media materials should create a contextualized situation which language items are presented and practiced.
- e. Media should provide a means of presenting materials in time-efficient and stimulating students' speaking skills.
- f. The media should pay attention to the appropriateness of the materials for the students.

- g. The media should provide the exercises to assess the students' performance (e.g. a student speech, an interview, a class discussion, a role play, etc.)
 - h. Media should pay attention to the background of the students such as age, interests, learning styles, etc.
 - i. Media should match with the teaching objectives of the lesson.
2. The criteria of well-designed media

The English interactive media has some menus. They are *Direction, Materials, Evaluation, Developer, and References*.

a. Direction

Direction provides some clear instructions on how to operate or use the English interactive multimedia.

b. Materials

1) Learning Goals

It shows the objectives of the lesson. It helps the students to know the way to master the lesson.

2) Let's Start and Let's Study

Both of the menus are the links to go to the materials. There are two modules and each module has different topics. They are *Hi, Guys!* And *My Father is a Sailor*. Module 1 presents the materials about expressions of greetings, daily routine, and expressions of leave taking. Meanwhile, kinds of professions, expressions of asking and

giving information about professions, and expressions of politeness are presented in Module 2.

3) Language Focus

This section presents expressions which should be learnt and mastered by the students.

c. Evaluation

It provides some exercises related to the topics. Evaluation aims to know the students' ability in acquiring the materials. At the end of the lesson, they will get their scores.

d. Developer

This section presents the biography of the researcher and other people who have helped her to design the media.

e. References

This section presents several references or sources that are used in developing English interactive learning media.

Moreover, the criteria of well-designed media are presented as follows:

- a. The layout should be interesting and motivating the students to learn. It also should have good color combination.
- b. There should be dialogues / monologues.
- c. The icons on the screen should be arranged easily for the students.

- d. The size of the letters should be legible and clear.
- e. The font should be simple, legible, and clear.
- f. There should be explanative and decorative illustration.
- g. The color combination between background and letters should be appropriate.
- h. *Direction* page should be explanative for the students.
- i. The button should be easy used for the students.
- j. The audio of the media should be clear and loud.

B. Implications

The suitable contents of the English interactive multimedia are designed based on students' needs and interests. In addition, the results of the try-out showed that all aspects were good. It implies that the English interactive multimedia is appropriate and suitable to be implemented in the English teaching-learning process for students at Grade VII. The use of the English interactive multimedia can be one of the alternatives to help the students learn English easily and interestingly. In addition, the English interactive multimedia can be used as self-access learning media.

C. Suggestions

The researcher has presented some suggestions based on the conclusions above. They are:

1. Suggestion to Students Grade VII

The students are hoped to prepare themselves and know how to operate or use the media. They can do many activities in the media based on their needs and interests.

2. Suggestion to English Teachers

The English interactive learning media which is based on the students' needs and interests can be developed by the English teachers. It can be used and optimized as additional sources in the teaching and learning process. The English teachers are also hoped to help and guide the students related to the use of technology in the classroom.

3. Suggestion to Students of English Education

The students of English education are hoped to be more creative in designing English interactive media. They should also pay attention to developing and designing the textbook materials and the media as technology-based materials.

4. Suggestion to Other Researchers

The other researchers are hoped to use an action research approach in order to test the English interactive media related to its effectiveness in the teaching and learning process.

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Appendices

Results of Questionnaires

Kuesioner Analisa Kebutuhan Belajar Siswa (Need Analysis)

Angket ini digunakan untuk mengetahui kebutuhan belajar siswa yang diperlukan dalam pengembangan media pembelajaran bahasa Inggris berbasis komputer untuk siswa kelas tujuh SMP N I Sleman.

Data responden

Nama :

Usia :

Jenis Kelamin : P / L

Petunjuk Pengisian

Pilihlah salah satu atau lebih dari alternatif jawaban yang tersedia atau isilah titik-titik yang menggambarkan keadaan diri anda yang sebenarnya.

1. Motivasi saya untuk belajar bahasa Inggris adalah
 - a. Agar lulus ujian
 - b. Agar benar-benar menguasai bahasa Inggris
 - c. Agar mudah mencari pekerjaan
 - d. Lainnya_____
2. Saya menginginkan pembelajaran bahasa Inggris yang akan menjadikan saya
 - a. Mampu menguasai kosakata bahasa Inggris dengan baik
 - b. Mampu menguasai struktur kalimat (grammar) dengan baik
 - c. Mampu berkomunikasi formal dan informal secara lisan dengan menggunakan bahasa Inggris sederhana dalam kehidupan sehari-hari
 - d. Mampu membaca dan memahami teks berbahasa Inggris
 - e. Lainnya_____
3. Kesulitan saya dalam belajar bahasa Inggris adalah menguasai
 - a. Kosakata bahasa Inggris
 - b. Struktur kalimat (grammar)
 - c. Cara membaca dalam bahasa Inggris

- d. Ketrampilan mendengar, berbicara, membaca dan menulis (Listening, speaking, reading, writing)
 - e. Lainnya_____
4. Tingkat kemampuan bahasa Inggris saya adalah
- a. Bagus (lancar berbahasa Inggris)
 - b. Sedang (cukup menguasai meskipun tidak lancar)
 - c. Kurang (menguasai sedikit)
 - d. Sangat kurang
5. Teknik pengajaran bahasa Inggris yang saya sukai
- a. Guru menggunakan media dalam menjelaskan materi
 - b. Guru hanya menggunakan buku pegangan saja dalam menjelaskan materi
 - c. Diskusi
 - d. Lainnya_____
6. Media bahasa Inggris yang saya sukai untuk diterapkan di dalam kelas
- a. Cards (kartu)
 - b. Media interaktif berbasis komputer
 - c. Pictures
 - d. Games
 - e. Lainnya_____
7. Menurut saya materi yang ada dalam media interaktif sebaiknya
- a. Sesuai dengan standar kompetensi dan kompetensi dasar
 - b. Materinya otentik (yang bisa dijumpai di kehidupan sehari-hari)
 - c. Penyajian dan penjelasan materinya jelas
 - d. Petunjuknya jelas
 - e. Penggunaan tata bahasa, ejaan dan struktur kalimatnya benar
 - f. Lainnya_____
8. Dalam media interaktif saya lebih suka jika aktivitas listening skill (ketrampilan mendengar)
- a. Mendengarkan dialog/monolog dan mengerjakan latihan yang menarik
 - b. Mendengarkan dan mencocokkan
 - c. Mendengar dan mengulang

- d. Mendengar dan melengkapi kalimat
 - e. Lainnya_____
9. Untuk tugas speaking skill (ketrampilan berbicara), saya lebih suka jika
- a. Berbagi pendapat
 - b. Role-play dan diberikan model monolog/dialog
 - c. Melakukan aktivitas tanya jawab dan survey
 - d. Membuat percakapan dan diberikan suatu situasi sebagai pedoman/petunjuk untuk membuat dialog
 - e. Lainnya_____
10. Menurut saya lay out dalam media interaktif berbasis computer itu sebaiknya
- a. Menarik
 - b. Bisa memotivasi saya untuk belajar
 - c. Mempunyai kombinasi warna yang sesuai
 - d. Lainnya_____
11. Menurut saya ukuran huruf dalam media interaktif berbasis computer itu sebaiknya
- a. Kecil
 - b. Besar
 - c. Bisa dibaca jelas
12. Menurut saya jenis huruf dalam media interaktif berbasis computer itu sebaiknya
- a. Besar dan tebal
 - b. Bervariasi
 - c. Sederhana tapi bisa dibaca jelas
13. Menurut saya kombinasi warna antara latar (background) dengan huruf yang digunakan dalam media interaktif berbasis computer itu sebaiknya
- a. Warnanya tidak terlalu berwarna-warni
 - b. Mempunyai kombinasi warna yang sesuai antara *background* dan huruf
 - c. Warna hurufnya cerah

14. Menurut saya adanya tampilan gambar yang mendukung pemahaman saya terhadap materi (explanative illustration) dalam media interaktif berbasis komputer adalah
- Tidak perlu
 - Kadang-kadang perlu
 - Sangat perlu
 - Lainnya_____
15. Menurut saya adanya gambar yang bagus dan menarik (decorative illustration) dalam media berbasis komputer adalah
- Tidak perlu
 - Kadang-kadang perlu
 - Sangat perlu
 - Lainnya_____
16. Menurut saya adanya suara instrumen dan lagu dalam media berbasis komputer adalah
- Tidak perlu
 - Kadang-kadang perlu
 - Sangat perlu
 - Lainnya_____
17. Menurut saya tombol-tombol (system navigasi) dalam media interaktif berbasis komputer sebaiknya
- Tidak terlalu rumit
 - Mempunyai simbol yang tepat seperti pada tombol *next*, *previous*, *exit*, dll
 - Mudah untuk menemukan letak tombol-tombol navigasi
 - Lainnya_____

Terima Kasih

**Instrumen Penelitian Pengembangan Media Interaktif Bahasa Inggris
Kelas VII**

A. Data Responden

Nama :
Usia :
Jenis Kelamin : P / L

B. Evaluasi media

Petunjuk Pengisian:

1. Mohon Anda memberi tanda ceklis (✓) pada kolom skor sesuai dengan penilaian terhadap media interaktif.
2. Jika penilaian Anda tergolong ragu-ragu, tidak setuju atau sangat tidak setuju, mohon memberikan saran pada kolom yang tersedia.

Keterangan:

SS : Sangat setuju
S : Setuju
R : Ragu-ragu

TS : Tidak Setuju
STS : Sangat tidak setuju

1. Aspek Isi (*Content Aspect*)

No	Pernyataan	Skor					Saran
		SS	S	R	TS	STS	
1	Materi sudah sesuai dengan tujuan pembelajaran yang ada dalam media interaktif						
2	Materi sudah sesuai dengan kebutuhan siswa dalam mempelajari Bahasa Inggris						
3	Penggunaan tata bahasa, ejaan dan struktur kalimatnya sudah benar dan mudah dipahami						
4	Tingkat kesulitan soal evaluasi sudah sesuai dengan kemampuan siswa						
5	Materinya bermanfaat dalam kehidupan siswa						
6	Umpan balik sudah cukup (respon terhadap jawaban benar dan salah)						

2. Aspek Media (*Media Aspect*)

No	Pernyataan	Skor					Saran
		SS	S	R	TS	STS	
1	Desain huruf/font sudah tepat dalam gaya dan ukuran						
2	Teks sudah jelas dan mudah dibaca						
3	Komposisi dan kombinasi warna sudah baik						
4	Tampilan gambar sudah baik						
5	Mudah menggunakan <i>software</i> (media interaktif)						
6	Petunjuk penggunaan <i>software</i> sudah jelas						
7	Mudah mengoperasikan tombol-tombol yang tersedia						
8	Siswa bebas memilih menu						
9	Siswa mudah memilih menu						
10	Suara dan musik sudah sesuai dengan tampilan layar						
11	Suara percakapan(dialog) dan <i>pronunciation</i> sudah jelas						
12	Media membantu siswa untuk memahami materi dengan mudah dan menarik						
13	Media bisa membangkitkan motivasi siswa dalam belajar Bahasa Inggris						

3. Aspek Interaksi (*Interactivity Aspect*)

No	Pernyataan	Skor					Saran
		SS	S	R	TS	STS	
1	Interaktifitas media interaktif ini sesuai dengan kemampuan siswa						
2	Media interaktif ini memberikan kesempatan untuk berinteraksi dengan ikon-ikon atau tombol-tombol						
3	Media interaktif ini meminta siswa untuk menerapkan apa yang telah siswa pelajari dari pada menghafalnya						
4	Siswa dapat mengoperasikan media secara mandiri						
5	Siswa dapat belajar mandiri dengan menggunakan media interaktif ini						

Course Grid

COURSE GRID

Topic	Standard of Competence	Basic Competence	Indicators	Grammar Focus	Input Text	Activities	Time
Module I Hi, guys!	<p>1. Listening Understanding meaning of very simple spoken transactional and interpersonal conversations to interact with the surroundings.</p> <p>2. Speaking Expressing meaning in very simple spoken transactional and interpersonal conversations to interact with the surroundings.</p>	<p>Listening 1.1 Responding to the meaning of very simple spoken transactional (to get things done) and interpersonal (to socialize) texts accurately, fluently, and acceptably, to interact with the surroundings which involve the expressions of greeting, introducing one self and others to other people, and leave taking.</p> <p>Speaking 2.1 Expressing meaning in very simple spoken transactional (to get things done) and interpersonal (to socialize) conversations accurately, fluently, and acceptably. 2.2 Establishing interactions with the surroundings which involve the expressions of greeting, introducing oneself and others to other people, and leave taking.</p>	<p>1. Listening</p> <ul style="list-style-type: none"> - To identify expressions to greet someone, to introduce oneself and others and to say leave taking. - To identify expressions to ask and to give personal information. <p>2. Speaking</p> <ul style="list-style-type: none"> - To express meaning in transactional (to get things done) and interpersonal conversation (socialization) to greet, to introduce oneself and others and to say leave taking. - To express meaning in transactional (to get things done) and interpersonal conversation 	<p>1. The present simple of “to be” <i>Verb to be</i> <i>I am (I'm)</i> <i>Are you.....?</i> <i>My name is.....(my name's)</i> <i>It is (it's) It is not (it isn't)</i> <i>I, we, you, they, he, she, it</i></p> <p>2. Pronouns <i>I, we, you, they, he, she, it</i></p> <p>3. Possessive Pronouns <i>My, his, her, Your, our, Their, Mine, yours, Hers, ours, theirs.</i></p>	Dialogues	<p>1. Listening</p> <ul style="list-style-type: none"> - Dialogues which contain greeting, leave taking and introducing oneself and others then match expressions with the dialog. - A dialogue which contains asking and giving personal information then match expressions with the dialog. <p>2. Speaking</p> <ul style="list-style-type: none"> - greeting, introducing one self and others. 	4 x 40 minutes

			(socialization) to ask and to give personal information. - Saying leave taking.			- asking and giving personal information. - Saying leave taking.	
Module II Professions	1. Listening Understanding meaning of very simple spoken transactional and interpersonal conversations to interact with the surroundings. 2. Speaking Expressing meaning in very simple spoken transactional and interpersonal conversations to interact with the surroundings Expressing the meaning in a s	1. Listening 1.1 Understanding meaning of interpersonal and transactional conversation in spoken language which contains asking for and giving information. 1.2 Understanding meaning of interpersonal and transactional conversation in spoken language which contains expressing politeness. 2. Speaking 2.1 Expressing meaning with simple spoken language accurately fluently and acceptable in transactional and interpersonal conversation to communicate with the nearest environment and or in academic context in formal and informal condition to ask and to give information. 2.2 Understanding meaning of interpersonal and transactional conversation in spoken language which contains expressing politeness.	1. Listening - To identify expressions to ask and to give information about professions and daily routines. - To identify expressions to express politeness. 2. Speaking - To express meaning in transactional (to get things done) and interpersonal conversation (socialization) condition to ask and to give information about professions and daily routines. - To express	1. Adverbs of time.	Dialogues	1. Listening - Match expressions with the picture. - Dialogues about expressing politeness then match expressions with the dialog. - a monolog about daily routines then do exercises. 2. Speaking - Dialogues about professions and daily routines based on the picture. - Dialogues about expressing politeness based on the situation.	4 x 40 minutes

			meaning in transactional (to get things done) and interpersonal conversation (socialization) condition to express politeness.				
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Printout of the Materials

MODULE 1: LISTENING-SPEAKING

Hi, guys!

LEARNING GOALS

A. Standard of Competence (*Standar Kompetensi*)

Listening (*Mendengarkan*)

1. Understanding meanings of very simple spoken transactional and interpersonal conversations to interact with the surroundings
(Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.)

Speaking (*Berbicara*)

1. Expressing meanings in very simple spoken transactional and interpersonal conversations to interact with the surroundings
(Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat)

B. Basic Competence (*Kompetensi Dasar*)

Listening (*Mendengarkan*)

- 1.1. Responding to the meanings of very simple spoken transactional (to get things done) and interpersonal (to socialize) texts accurately, fluently, and acceptably to interact with the surroundings which involve the expressions of greeting, introducing oneself and others to other people, and leave taking.
(Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan berpisah)

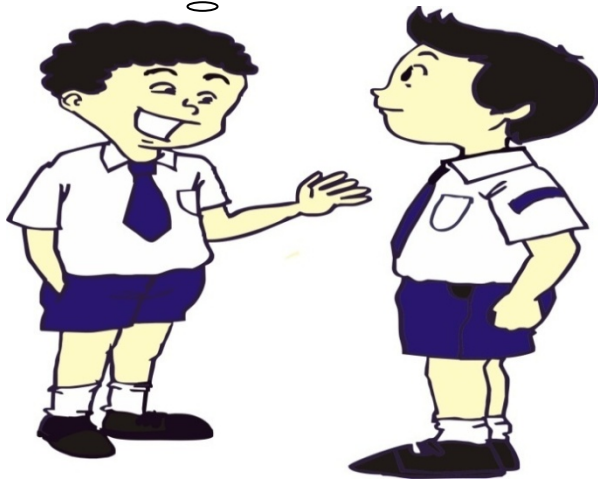
Speaking (*Berbicara*)

- 1.1. Expressing meanings in very simple spoken transactional (to get things done) and interpersonal (to socialize) conversations accurately, fluently, and acceptably
(Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima)
- 1.2. Establishing interactions with the surroundings which involve the expressions of greeting, introducing oneself and others to other people, and leave taking *(Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan berpisah)*

LET'S START

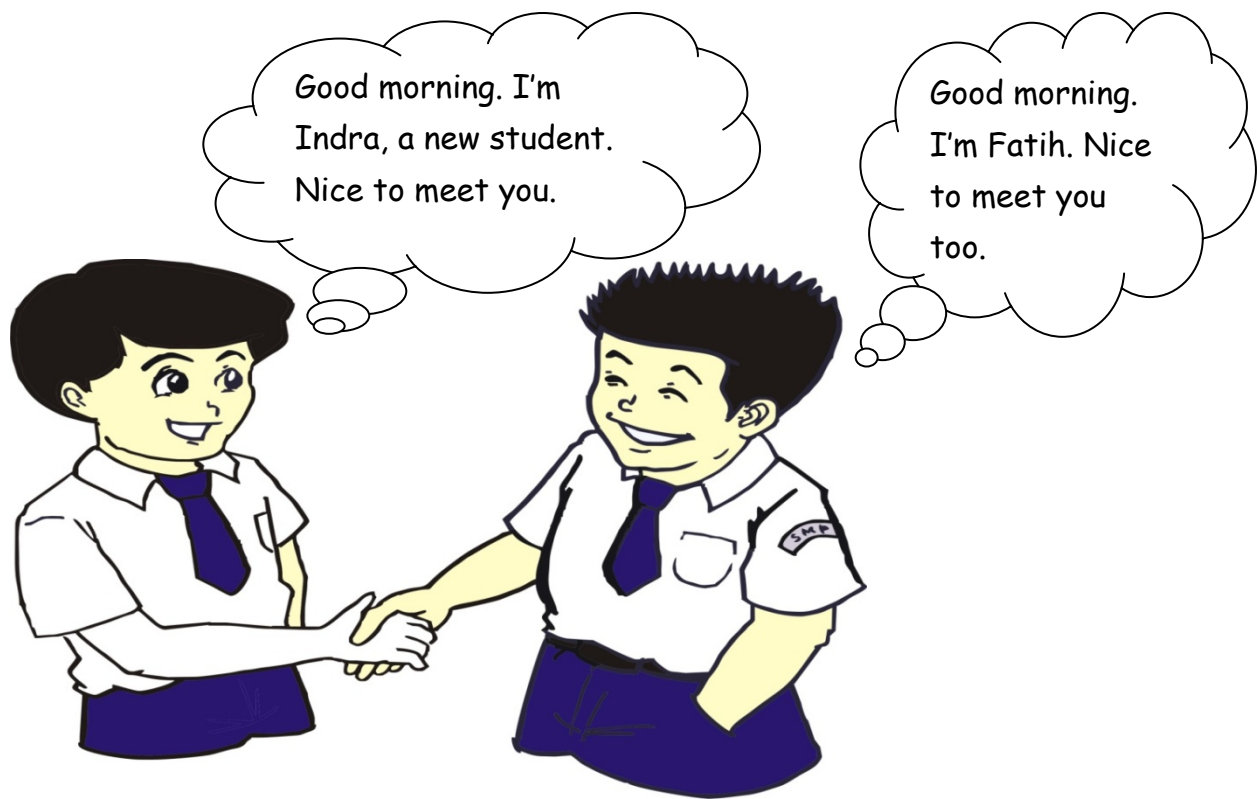
- A. Click on the pictures and listen to the greetings carefully. *(Klik gambar-gambar yang tersedia dan dengarkan baik-baik jenis-jenis sapaan.)*

Good Morning.



Good afternoon.





B. Listen and drag the responses into the box. *(Dengarkan dan geser respon-respon ke dalam kotak yang di sediakan.)*

(audio)

1. Good morning.

2. Good afternoon.

3. Good evening.

4. Hello, how are you?

5. How do you do?

6. Nice to meet you

I'm fine. Thank you.

Good evening.

Good morning.

How do you do?

Nice to meet you too.

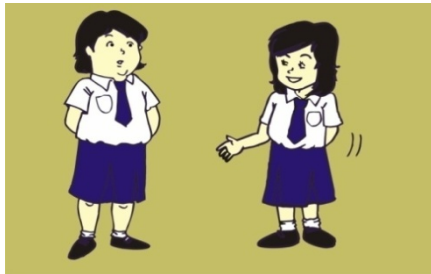
Hello, good afternoon.

Key Answers:

1. Good morning.
2. Hello, good afternoon.
3. Good evening.
4. I'm fine. Thank you.
5. How do you do?
6. Nice to meet you too.

LET'S STUDY

- A. Click the picture and listen carefully to the dialog and then answer the questions by clicking the correct answer. The listening script is in the module.
(Klik pada gambar dan dengarkan baik-baik percakapannya dan kemudian jawablah pertanyaan-pertanyaannya. Transkrip ada di modul.)



In the school canteen of SMP N I Sleman, Yani meets a new friend. They introduce each other.

Yani : Hi. I'm Yani. What's your name?

Mira : My name is Mira. I'm from Yogyakarta. Where are you from?

Yani : I'm from Solo. Where do you live?

Mira : I live at JL. Magelang no 6.

Yani : How old are you?

Mira : I'm 13 years old.

Yani : It's nice to meet you.

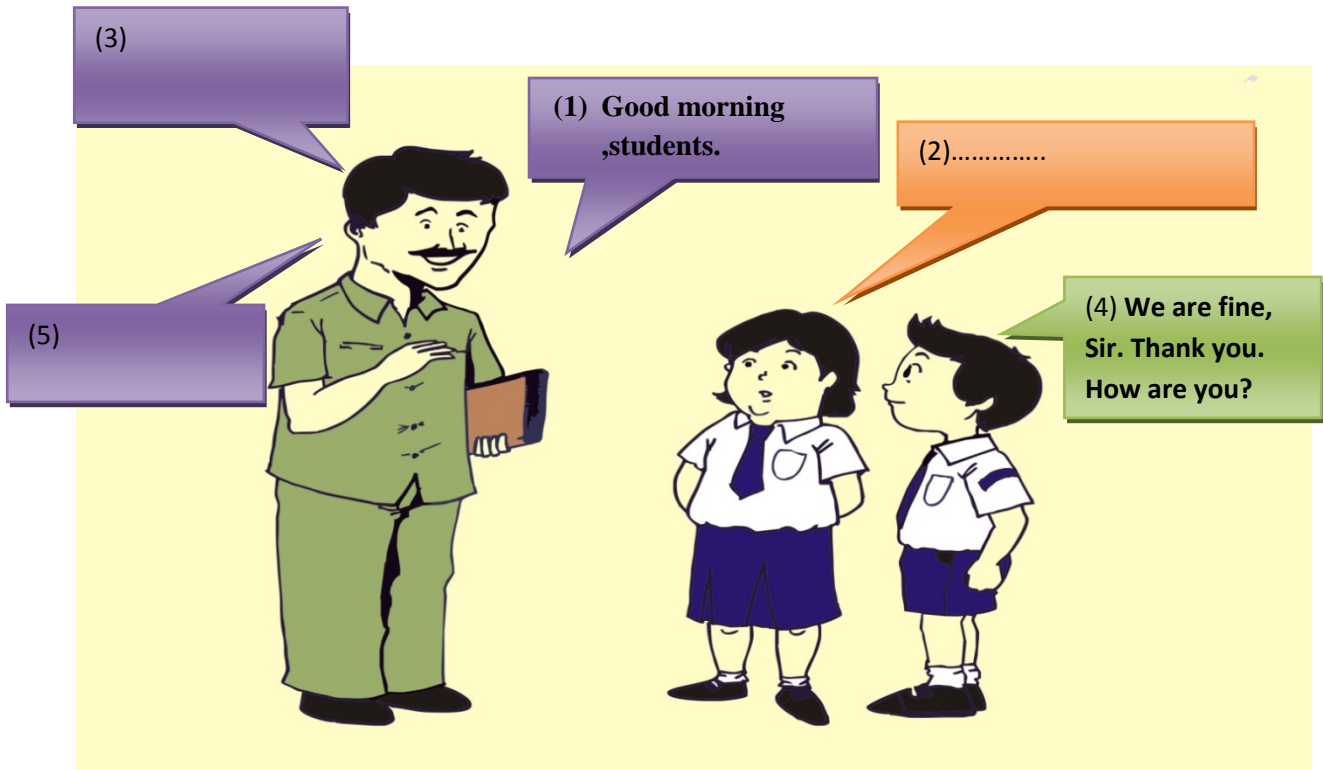
Mira : Nice to meet you too.

1. What expression does Mira use to introduce herself?
 - a. My name is Mira.
 - b. You can call me Mira.
2. What expression does Yani use to ask Mira's address?
 - a. Where is your home?
 - b. Where do you live?
3. Where does Yani come from?
 - a. Solo.
 - b. Yogyakarta.
4. Where does Mira live?
 - a. Jl. Magelang number eight.
 - b. Jl. Magelang number six.
5. How old is Mira?
 - a. Thirteen years old.
 - b. Thirty years old.

Key Answers:

1. A
2. B
3. A
4. B
5. A

B. Click on the speech bubbles and listen to the expression. Then, drag and drop the utterances into the correct speech balloon. (*Klik balon percakapan dan dengarkan ungkapannya. Kemudian, geser dan letakkan ungkapan di balon percakapan yang sesuai.*)



How do you do?

How are you?

I'm fine. Thanks.

Good morning, Sir.

Key Answer:

2. Good morning, Sir.
3. How are you?
5. I'm fine. Thanks.

C. Listen and match the right response to each question by clicking the appropriate answer in the box. If they are not appropriate answers, they'll flip back over. *(Dengarkan dan cocokkan respon yang benar untuk setiap pertanyaan dengan klik jawaban yang tepat di dalam kotak. jawaban tersebut akan berputar balik jika tidak tepat.)*

1. Hello.
2. What's your name?
3. How do you do?
4. How are you?
5. How old are you?
6. Is your name Allice?
7. Are you from Surabaya?
8. Where is Ninda from?
9. Are you twelve years old?
10. Nice to meet you.

Key Answers:

1. Hi.
2. I'm Wendy. W-E-N-D-Y.
3. How do you do?
4. I'm fine. Thank you.
5. I'm thirteen years old.
6. No. I'm Alisa.
7. No. I'm from Balikpapan.
8. She's from Lampung.
9. Yes. That's right. I'm twelve.
10. Nice to meet you too.

- a. Yes. That's right. I'm twelve.
- b. I'm Wendy. W-E-N-D-Y.
- c. Hi.
- d. No. I'm from Balikpapan.
- e. How do you do?
- f. He was born in Central Java.
- g. She's from Lampung.
- h. Nice to meet you too.
- i. I'm fine. Thank you.
- j. No. I'm Roni.
- k. I'm thirteen years old.

D. Click the picture and listen carefully to the dialog. Then, drag and drop the expressions in the box to complete the following dialogues. *(Klik pada gambar dan dengarkan baik-baik percakapan. Kemudian, ambil dan letakkan ungkapan-ungkapan di dalam kotak untuk melengkapi dialog.)*



1. Toni: Good morning Santi.

Santi: Toni.



2. Budi: Rani?

Rani: I'm fine thanks.



3. Dedi: Hello. My name is Dedi.

What's your name?

Lia:



4. Tina:
 Please meet my friend, Rina.
 Anis: Hello, Bayu.
 Rina: Nice to meet you too, Anis.




5. Wisnu: Hi, Yani.
 Adi,
 this is my friend, Yani.
 Yani: Hello, Adi. Nice to meet you.
 Adi: Nice to meet you too.

<input type="text" value="Hello, Anis."/>	<input type="text" value="How are you?"/>
<input type="text" value="How do you do?"/>	<input type="text" value="Hi, my name is Lia."/>
<input type="text" value="I want you to meet my friend, Adi."/>	
<input type="text" value="Good morning."/>	

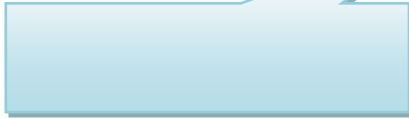

Key Answers:


1. Good morning.
2. How are you?
3. Hi, my name is Lia.
4. Hello, Anis.
Nice to meet you too
5. I'd like you to meet my friend, Adi.

E. Click the speech bubbles and listen to the dialog. Then, drag and drop the responses into the correct speech balloon. (*Klik balon percakapan dan dengarkan ungkapannya. Kemudian, ambil dan letakkan respon di balon percakapan yang sesuai.*)





Good Bye, Toni.





Citra, I have to go to the classroom.
See you tomorrow





See you Miss Tiara.

See you.

Bye, Rina.

Key Answers:

1. Bye, Rina.
2. See you.
3. See you Miss Tiara.

LANGUAGE FOCUS

Study the explanation below. (*Pelajari penjelasan berikut ini*)

Berikut ini adalah ungkapan-ungkapan (*gambits*) yang biasa digunakan orang untuk memperkenalkan diri sendiri dan orang lain serta cara meresponnya.

Expressions	Function
Good morning. Good afternoon. Good evening. Hi. Hello.	Greeting (<i>Sapaan</i>)
Let me introduce myself. My name is.... I'd like to introduce myself. My name is.... Allow me to introduce myself. My name is.... Nice to meet you How do you do?	Introducing yourself (<i>Memperkenalkan diri sendiri</i>)
I'd like to introduce.... Let me introduce.... Allow me to introduce.... I'd like you to meet my friend....	Introducing others (<i>Memperkenalkan seseorang/ orang lain</i>)

Berikut ini adalah ungkapan-ungkapan (*gambits*) yang biasa digunakan orang untuk berpisah.

Leave taking	Responses
Sorry, I have to go now.	Yes of course. See you.
I'll talk to you later.	Sure. See you later.
It's been nice talking to you.	So long.
Bye-bye/ Bye.	Keep in touch.
Good bye.	Take care.
See you tomorrow	See you at school.

Evaluation

A. Click the picture to listen to the dialogue. Then, click TRUE if the statement is true and FALSE if the statement is false. (*Klik dialog yang tersedia. Klik TRUE jika ungkapannya benar dan FALSE jika ungkapannya salah.*)



1.	Rico meets Tatiana in the morning.
2.	Rico is Tatiana's new classmate.
3.	Tatiana is the English teacher.

TRUE

FALSE

TRUE

FALSE

TRUE

FALSE



1.	Tina meets Andi in the morning.
2.	Tara is Andi's new friend.
3.	Tina meets Tara and Andi.

TRUE

FALSE

TRUE

FALSE

TRUE

FALSE

Audio 1 (hidden)

Rico is Tatiana's new classmate. *They introduce each other.*

Rico : Hello, I am Rico. R-I-C-O.

Tatiana: Hi. My name is Allice Tatiana. A-L-L-I-C-E T-A-T-I-A-N-A.
But, please call me Tatiana.

Rico : Nice to meet you Tatiana.
You can call me Rico.

Tatiana : Nice to meet you too, Rico.

Rico : Sorry, Tatiana, I have to go now. My father is waiting for me.

Tatiana : Yes of course. See you.

Audio 2 (hidden)

Tina : Hi, Andi. How are you?

Andy : Hi, Tina. I' am fine. Long time no see. How are you?

Tina : I'm fine. Thanks.

Oh, Andy. This is my friend Tara.

Andy : Hi, Tara. Pleased to meet you.

Tara : Hi, Andy. Pleased to meet you, too.

Andy : Well, it's been nice to see you two. Take care.

Tara : Okay.

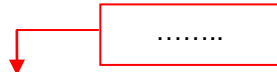
Tina : See you later, Andy!

Andy : See you!

- B. Click the audio button to listen to the dialog. Then after you finish, fill these blank boxes by dragging and dropping the appropriate expressions in the boxes. (*Klik tombol audio untuk mendengarkan percakapan. Kemudian, setelah selesai, isi kotak-kotak kosong berikut dengan mengambil dan meletakkan ungkapan-ungkapan yang sesuai di dalam kotak.*)



Sandra is walking down the hall with Sita when they meet Ramon. They stop and chat with him.



Sandra : Hi, Romi. How are you? Long time no see.

Romi : Hi, Sandra. I'm doing fine. Thank you. What about you?

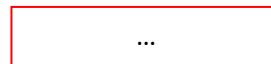
Sandra : Very well, thank you.

Romi : I haven't seen you for ages. What have you been doing?

Sandra : Well, I'm pretty busy with school and extracurricular activities. What about you?

Romi : Pretty much the same. By the way, you haven't introduced your friend to me.

Sandra : Oh, I'm sorry.



Romi, This is my friend Sita.

Sinta, this is my friend, Romi.



Romi : Nice too meet you, Sita.



Sita : Nice to meet you too.

Sandra : Sita moved here about two months ago.

Romi : Really? Where are you from Sita?

Sita : I'm from Bali.

Sandra : Very nice to see you, Romi, but we have to go.

Romi : Okay. See you later!

Sandra & Sita: See you!

...

Greetings

Greetings and
being polite

Introducing others

Leave taking

LANGUAGE GAMES

Listen to 'How are you' song and sing it. (*Dengarkan lagu 'How are you' dan nyanyikan*)

"How are you"

A: Hello....Hello... How are you?

B: Fine thanks...fine thanks. How are you?

A: Hello....Hello... How are you?

B: I'm fine, thank you.

2x



HOW MUCH HAVE YOU LEARNT?

Have you explored this program completely? If you have, assess yourself now.

(Apakah anda telah mengeksplorasi program ini secara keseluruhan? Jika sudah, nilailah diri anda sendiri sekarang.)

Read the statements and put a tick in the appropriate box. *(Baca pernyataan berikut ini dan berilah tanda centang di dalam kotak yang sesuai.)*

No.	Statements	Very good	Good	OK
1.	I can greet other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I can introduce myself to other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I can say leave taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MODULE 2: LISTENING-SPEAKING

My father is a sailor.

LEARNING GOALS

A. Standard of Competence (Standar Kompetensi)

Listening (Mendengarkan)

1. Understanding meanings of very simple spoken transactional and interpersonal conversations to interact with the surroundings

(Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat)

Speaking (Berbicara)

1. Expressing meanings in very simple spoken transactional and interpersonal conversations to interact with the surroundings

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat)

B. Basic Competence (Kompetensi Dasar)

Listening (Mendengarkan)

- 1.1. Responding to the meanings of very simple spoken transactional (to get things done) and interpersonal (to socialize) texts accurately, fluently, and acceptably to interact with the surroundings which involve the expressions of asking for and giving information, thanking, apologizing and expressing politeness.

(Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terimakasih, meminta maaf dan kesopansantunan.)

Speaking (Berbicara)

- 1.1. Expressing the meanings in very simple spoken transactional (to get things done) and interpersonal (to socialize) texts accurately, fluently, and acceptably to interact with the surroundings which involve the expressions of asking for and giving information, thanking, apologizing and expressing politeness.

(Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan trimakasih, meminta maaf dan kesopan-santunan.)

- 1.2. Establishing interactions with the surroundings which involve the expressions of asking for and giving information about profession and daily routines and expressing politeness. *(Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan trimakasih, meminta maaf dan kesopan-santunan.)*

LET'S START

A. Listen and click. (*Dengarkan dan klik.*)

Audio: "He is postman"



Audio: "He is a singer"



Audio: "He is a teacher"



Audio : "He is a policeman"



Audio: " She is a guitarist"



Auido: " she is a chef"



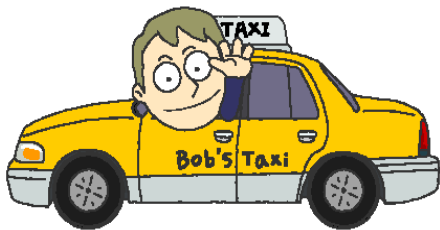
Audio: " She is a doctor"



Audio: " He is a pilot"




Audio: " He is a taxi driver"



Audio: " He is a student"



B. Click on the speech bubble and listen carefully to the dialog about profession. (*Klik pada balon percakapan dan dengarkan baik-baik percakapan tentang pekerjaan.*)



(1) What do you want to be Endang?

(2) I want to be a doctor, Mira

(3) Oh, how interesting.

(4) How about you?

(5) Oh yeach, I want to be a teacher

(6) That sounds good.

LET'S STUDY

A. Click the picture and listen carefully to the speaker and then answer the question by clicking the correct answer. (*klik pada gambar dan dengarkan baik-baik apa yang di bicarakan. Dan kemudian, jawablah pertanyaan-pertanyaannya.*)

Audio 1.

Who am I?

"I am someone who makes things from wood"



Farmer

Carpenter

Sailor



Audio 2.

Who am I?

"I am someone who works in the field, grows plants and vegetables."



Farmer



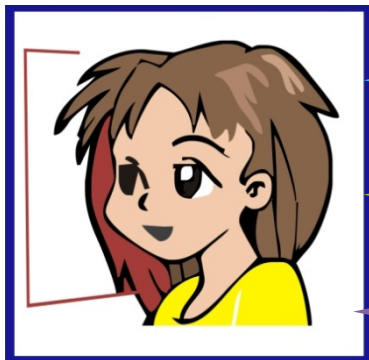
Homemaker

Vendor

Audio 3.

Who am I?

"I am someone who travels from one place to another on a ship."



Plumber

Tailor

Sailor



Audio 4.

Who am I?

"I am someone who repairs cars or motorcycles."

Shopkeeper



B. Click the picture and listen carefully to the dialog and then answer the questions by clicking the correct answer. The listening script is in the module. (klik pada gambar dan dengarkan baik-baik percakapannya dan kemudian jawablah pertanyaan-pertanyaannya. Trascript ada di module.)



Mrs. Rosa : Excuse me, do you have these shoes in a large size?

Shop assistant : No, I'm sorry. But, why don't you try these?

Mrs. Rosa : Fine, Yes these fit perfectly. How much it is?

Shop assistant : Rp.250.000 these are good quality shoes.

Mrs. Rosa : O.K., I'll take these, please.

Shop assistant : All right. I will prepare the receipt. Here you are.

Mrs. Rosa : Thank you.

Shop assistant : You are welcome.

1. Which expression of politeness does Mrs. Rosa use?
 - a. I want them, please.
 - b. O.K. I'll take these, please.

2. What response does the shop assistant give to the expression in Number 1?
 - a. Wait a minute, Madam.
 - b. All right. I will prepare the receipt. Here you are.
3. What does Mrs. Rosa buy?
 - a. Slippers.
 - b. Shoes.

Key Answer:

1. A
2. B
3. B

C. Click the speech bubbles and listen to the dialog. Then, drag and drop the responses into the correct speech balloon. (*Klik balon percakapan dan dengarkan percakapannya. Kemudian, ambil dan letakkan respon di balon percakapan yang sesuai.*)



(1) What do you want to eat for your lunch, Jeni?

(2)





(3) That would be great. At what time will you have lunch?

(4)



Thank you.

Around one o'clock.

I want to eat steak.

Key answers:

3. I want to eat steak.
4. Around one o'clock.

D. Click the audio button to listen to these people's daily routines carefully. Click the professions which are suitable with her/his daily routines in the box.



I get up at 2 o'clock in the morning. I take my small boat out to sea. I work from 3.30 until about 6 a.m. Then I go to market and sell the fish I have. Some days are good, some days are not so good. When I get home, I sleep for about three hours.

Postman



I get up at 6 o'clock in the morning. I work from 8 a.m. to 2 p.m. every day. I work in Yogyakarta. I collect the letters in the morning and then deliver them to 10 streets. From 12 to 2, I work in the office. I sort the letters and serve customers.

Fisherman



I start work at half past nine. The first customers arrive around 10 o'clock. I sell glasses and cups. Sometimes the customers are very rude they don't say please or thank you. I finish work at around 7 p.m. I stand up all day so my legs are very tired.

**Shop
assistant**

Key answer:

1. Fisherman
2. Postman
3. Shop assistant

LANGUAGE FOCUS

Study the explanation below. (*Pelajari penjelasan berikut ini .*)

Berikut ini adalah ungkapan-ungkapan (*gambit*) yang bisa di gunakan orang untuk memberikan informasi tentang pekerjaan, kegiatan sehari-hari dan kesopan-santunan serta cara meresponnya.

1. Expressions of asking and giving information about professions

Asking information about professions	Giving information about professions
<ul style="list-style-type: none">- What do you do Ulfah?- Where do you work?	<ul style="list-style-type: none">- I'm a doctor.- I work at Jogja International Hospital.

Asking information about daily	Giving information about daily
--------------------------------	--------------------------------

routines	routines
- What time do you get up?	- I get up at eight o'clock.
- At what time will you have lunch?	- Around one o'clock.
- What do you do in the evenings?	- I watch TV and do my homework.

2. Expressions of politeness

- Excuse me, I'd like a box of chocolates for my friend.
- I want to buy these shoes in a larger size, please.

EVALUATION

A. Listen and match the right response to each question by clicking the appropriate answer in the box. If they are not appropriate answers, they'll flip back over. (Dengarkan dan cocokkan respon yang benar untuk setiap pertanyaan dengan klik jawaban yang tepat di dalam kotak. Jawaban tersebut akan berputar balik jika tidak tepat.)

1. A nurse
2. A policeman
3. A housewife
4. A dentist
5. A shop assistant
6. A farmer
7. A secretary
8. A sailor
9. A teacher
10. A doctor

Works in a hospital	Works on a ship
Works in a police station	Works in an office
Works in a doctor's surgery	Works on a farm
Works in a dentist's surgery	Works at home
Works at school/campus	Works in a store

Key answer:

1. Works in a hospital
2. Works in a police station
3. Works at home
4. Works in a dentist's surgery
5. Works in a shop

6. Works on a farm
7. Works in an office
8. Works on a ship
9. Works at school/ university
10. Works in a doctor's surgery

B. Listen and drag the responses to complete the following dialogues.
(Dengarkan dan geser respon yang tersedia untuk melengkapi dialog.)

1. Nery : Look at the picture of my family.

You :

Nery : She is my sister Anggun.

You :

Nery : She is a dentist.

You : Oh I see. It's a good job.

2. Bayu : What time do you get up Leo?

Leo :

Bayu : When do you have lunch?

Leo : A round one o'clock.

Bayu :

Leo : I watch TV and do my homework.

5. Shop assistant : Excuse me, may I help you?

You :

Shop assistant : Ok. This is the bandage.

I get up at eight o'clock.

What does your sister do?

What do you do in the evening?

Yes, I'd like to buy a bandage.

This woman, who is she?

Key answers:

1. This woman, who is she?
2. What does your sister do?
3. I get up at eight o'clock.
4. What do you do in the evening?
5. Yes, I'd like to buy a bandage.

LANGUAGE GAMES

Listen to tongue twisters and practice it. (Dengarkan 'tongue twister' dan praktekkan.)

- *The soldiers should have shooters. (Seorang tentara harus mempunyai senapan.)*
- *When a doctor doctors a doctor. (Ketika seorang dokter mengobati seorang doctor.)*
- *There was a fisherman named Fisher who fished for some fish in a fissure. (Ada seorang nelayan yang bernama Fisher yang memancing beberapa ikan di laut.)*
- *A sailor went To see, what he could see. And all he could see Was sea, sea, sea. (Seorang pelaut pergi ke laut untuk melihat apa yang bisa dia lihat. Dan semua yang dia lihat adalah laut, laut, laut.)*

HOW MUCH HAVE YOU LEARNT?

Have you explored this program completely? If you have, assess yourself now.

(Apakah anda telah mengeksplorasi program ini secara keseluruhan? Jika sudah, nilailah diri anda sendiri sekarang.)

Read the statements and put a tick in the appropriate box. (Baca pernyataan berikut ini dan berilah tanda centang di dalam kotak yang sesuai.)

No.	Statements	Very good	Good	OK
1.	I can ask for and give information about profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I can ask about daily routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I can express politeness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interview

The interview transcripts.

T= the teacher S1= Student 1

T: Do you have any question? (*Ada pertanyaan nggak?*)

S1: No, Ma'am. I have followed the instructions well. (*Nggak, Bu. Saya sudah mengikuti petunjuk soal dengan baik.*)

T: Well done! If you have finished the task, you can submit it. (*Bagus! Kalo sudah selesai, bisa dikumpulkan.*)

S1: OK, Ma'am. (*Ya, Bu.*)

(Interview 1, Appendix 4)

T= the teacher S2= Student 2

T= Do you have any difficulty? (*Ada kesulitan nggak?*)

S2= A little bit, Ma'am. I still make few mistakes when matching the dialogues with the appropriate expressions. (*Sedikit, Bu. Saya masih salah saat mencocokkan dialog dengan ungkapan-ungkapan yang tepat.*)

T= Well, you have to practice more and more. Listen to the dialogs carefully, okay! (*Baiklah, kamu harus sering-sering berlatih. Dengarkan dialog-dialognya dengan teliti. Pahami!*)

S2= OK, Ma'am. Thank you. (*Iya, Bu. Terimakasih.*)

(Interview2, Appendix 4)

T= the teacher S1= Student 1 S2= Student 2

T= How is the media? Can you switch on it? (*Gimana medianya? Tadi kalian bisa nyetelnya nggak?*)

S1= Yes, I can do Ma'am. (*Bisa, Bu.*)

S2= Me too, Ma'am. (*Saya juga, Bu.*)

T= How's about the audio? Is it clear? (*Gimana suaranya? Jelas nggak?*)

S2= A little bit low, Ma'am. It should be increased the volume. (*Kurang keras, Bu. Sebaiknya dinaikkan volumenya.*)

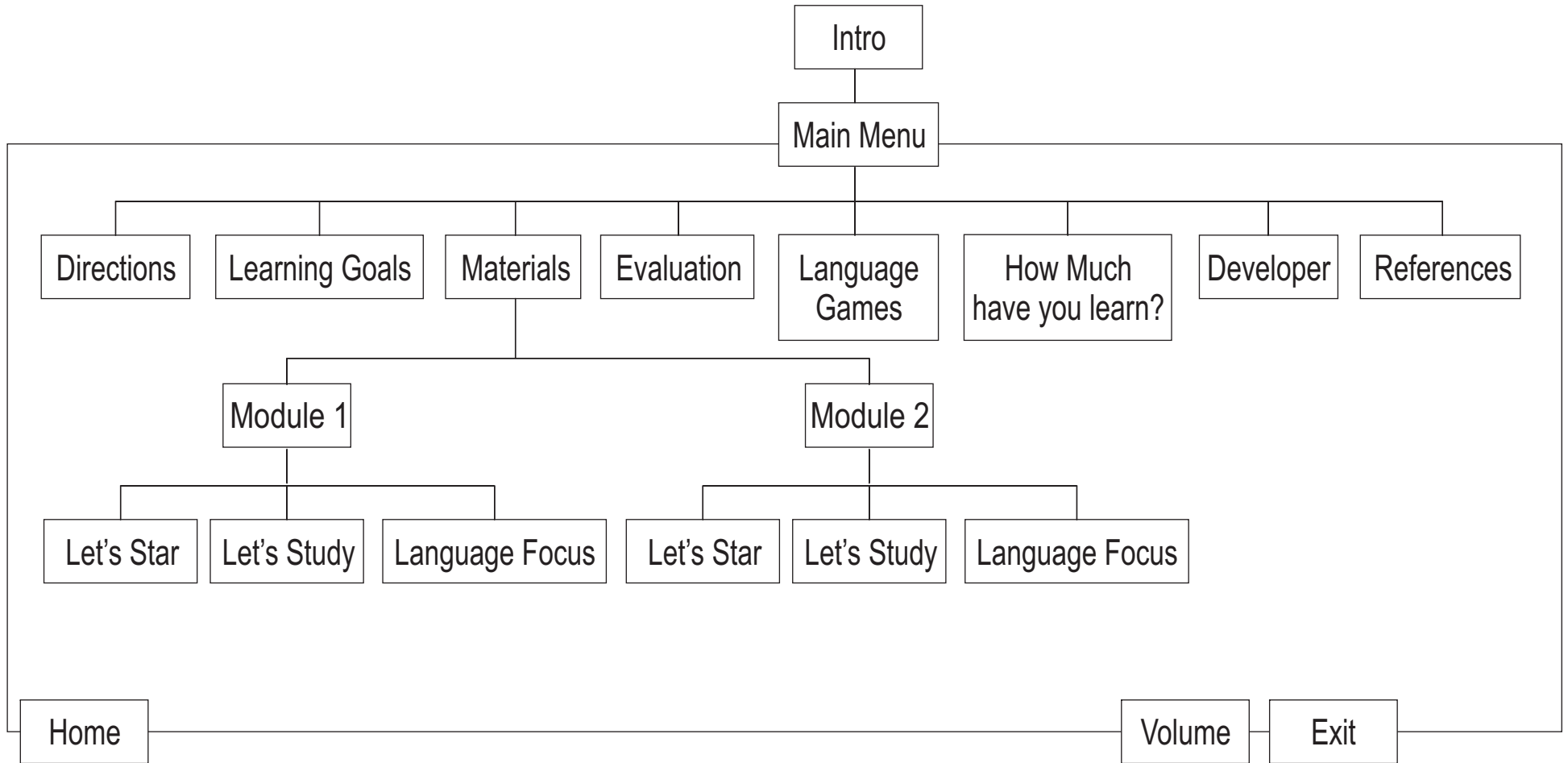
S1= Yes, Ma'am. I agree. (*Ya, Bu. Saya setuju.*)

T= OK, I'll check and fix it. (*OK, Saya periksa dan betulin dulu.*)

(Interview 3, Appendix 4)

Flowchart


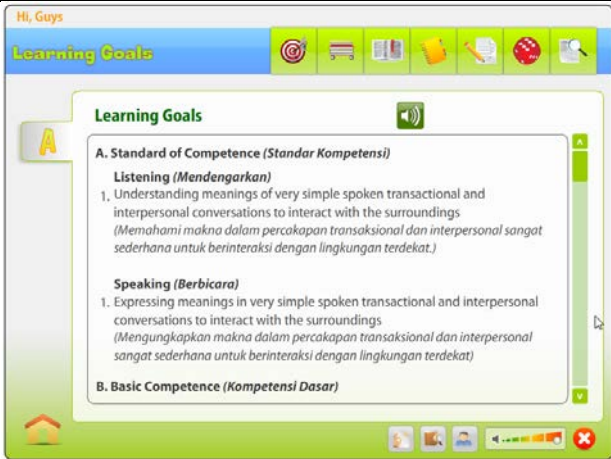
FLOWCHART

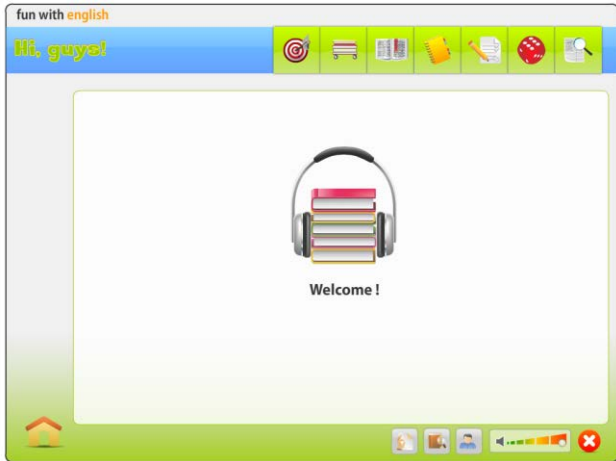



Storyboard

STORY BOARD

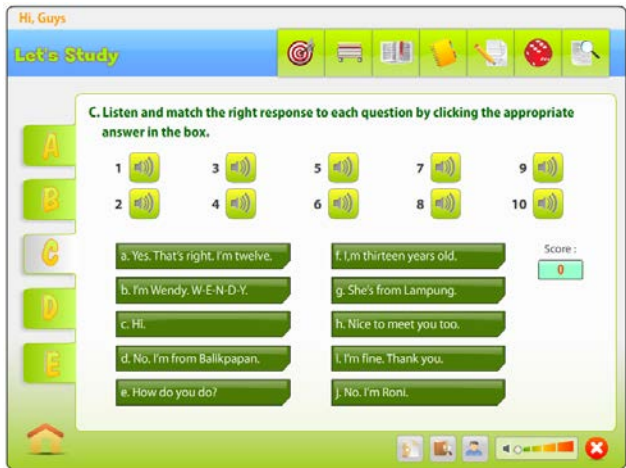
Scene		Visual	Audio
1.	1	 <p style="text-align: center;">Link: scene 1</p>	Music
2.	2	 <p style="text-align: center;">Link: scene 2</p>	Music
3.	3	 <p style="text-align: center;">Link: scene 3</p>	Music

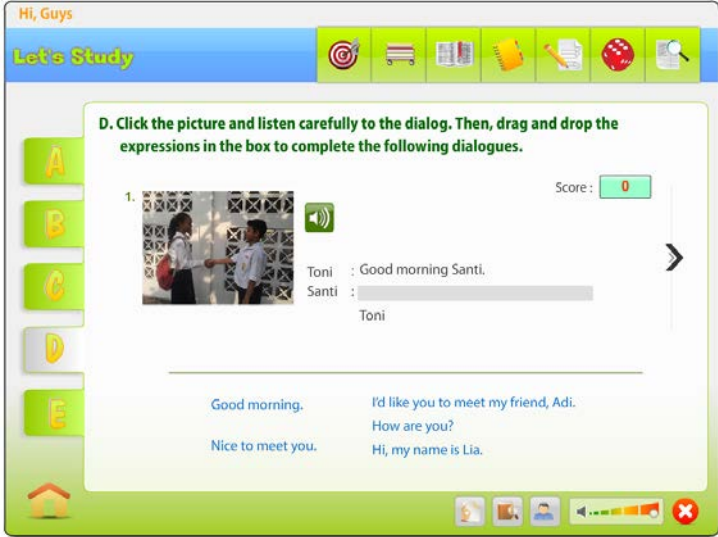
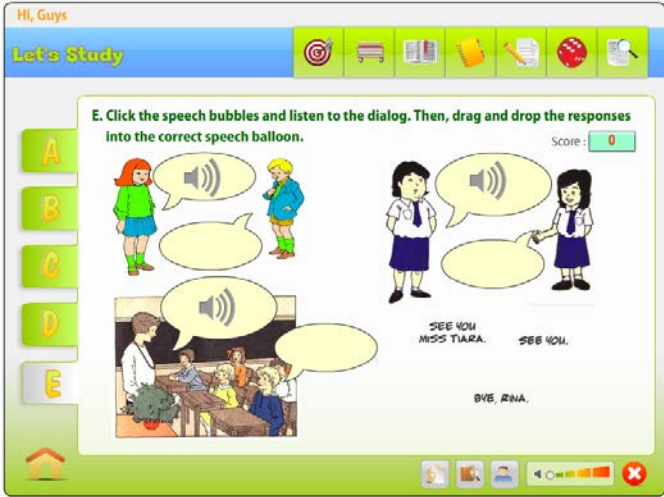
		<p>link: module 1 button 4</p> <p>link: module 2 button 5</p>	
4.	4	 <p>Link: scene 6</p> <p>link: direction button in scene 6</p> <p>link: direction button in scene 7</p> <p>link: let's start button in scene 8</p> <p>link: let's study button in scene 9</p> <p>link: language focus button in scene 10</p> <p>link: evaluation button in scene 11</p> <p>link: language games button in scene 12</p> <p>link: how much have you learnt? button in scene 13</p> <p>link: home button in scene 14</p> <p>link: references button in scene 15</p> <p>link: developer button in scene 16</p>	Music
5.	5	 <p>Link: scene 7</p>	Music

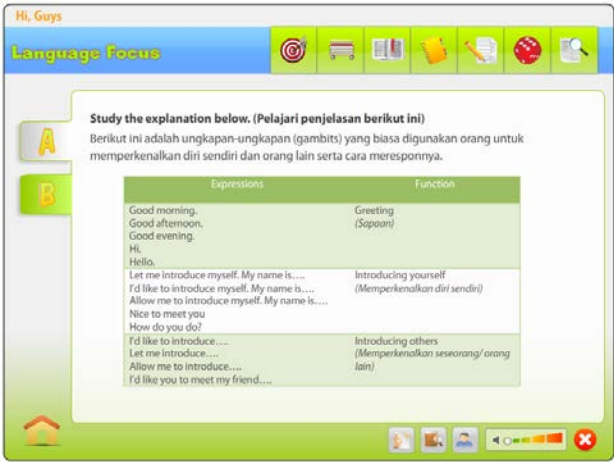
		<p>link: direction button in scene 6</p> <p>link: direction button in scene 7</p> <p>link: let's start button in scene 8</p> <p>link: let's study button in scene 9</p> <p>link: language focus button in scene 10</p> <p>link: evaluation button in scene11</p> <p>link: language games button in scene12</p> <p>link: how much have you learnt? button in scene13</p> <p>link: home button in scene14</p> <p>link: references button in scene15</p> <p>link: developer button in scene16</p>	
6.	6		Music
7.	8.1A	 <p>Link: module 1 lesson A scene 8.</p>	Music

		<p>link: direction button in scene 7</p> <p>link: let's start button in scene 8</p> <p>link: let's study button in scene 9</p> <p>link: language focus button in scene 10</p> <p>link: evaluation button in scene11</p> <p>link: language games button in scene12</p> <p>link: how much have you learnt? button in scene13</p> <p>link: home button in scene14</p> <p>link: references button in scene15</p> <p>link: developer button in scene16</p>	
8.	8.2B	<div data-bbox="458 792 1117 1285" data-label="Image"> </div> <p>Link: module 1 of lesson B in scene 8.2</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	Music

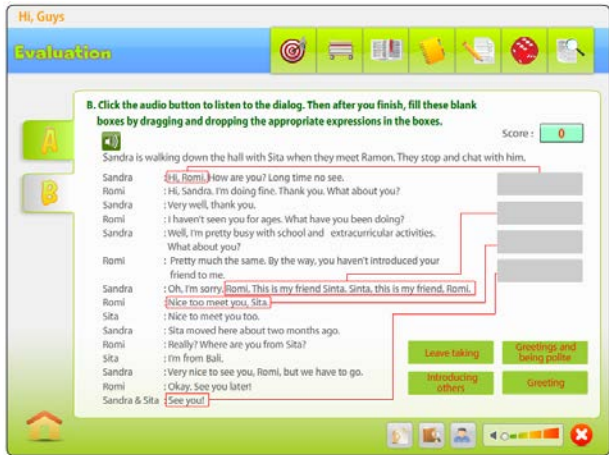
9.	9.1A	<div data-bbox="466 244 1110 725" data-label="Image"> </div> <p>link: module 1 lesson A scene 9.1</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music
10.	9.2B	<div data-bbox="481 1408 1094 1865" data-label="Image"> </div> <p>link: module 1 lesson A scene 9.2</p>	Music



		<p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	
11.	9.3C	 <p>link: module 1 lesson C scene 9.3</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	Music


12.	9.4D	 <p>link: module 1 lesson D scene 9.4</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music
13.	9.5E	 <p>link: module 1 lesson E scene 9.5</p>	Music

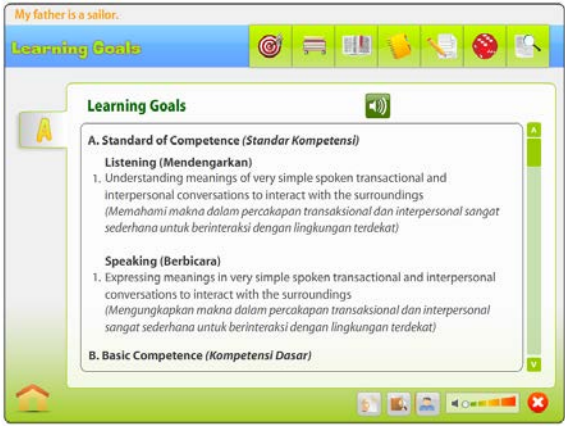

		<p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	
14.	10.1A	 <p>link: module 1 language focus A scene 10.1</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	Music

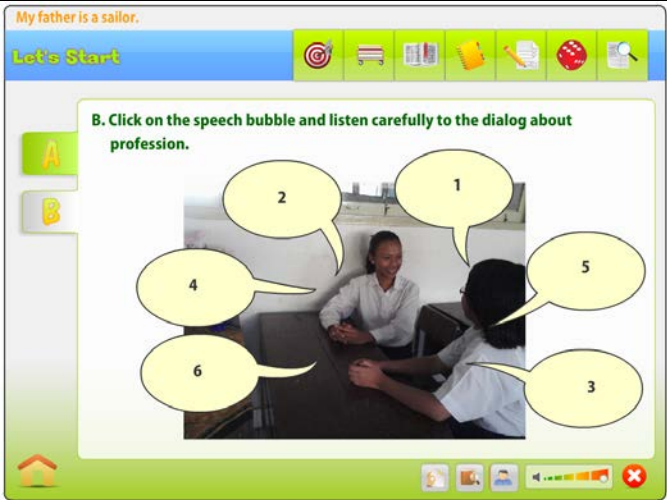
15.	10.1B	<p>link: module 1 language focus B scene 10.2</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music
16.	11.1A		Music


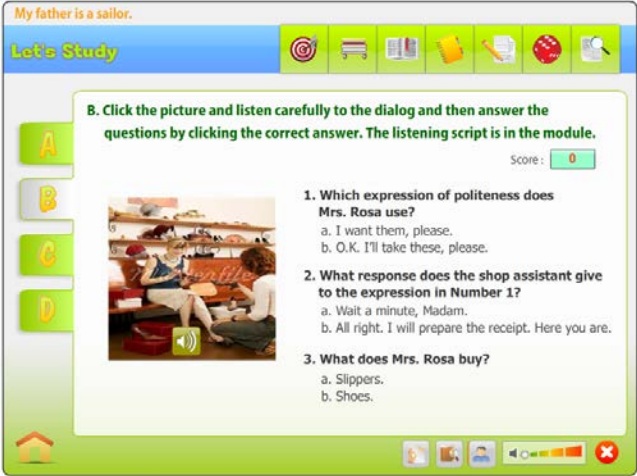
		<p>link: module 1 evolution focus A scene 11.1</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	
17.	11.2B	 <p>link: module 1 evolution focus B scene 11.2</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music

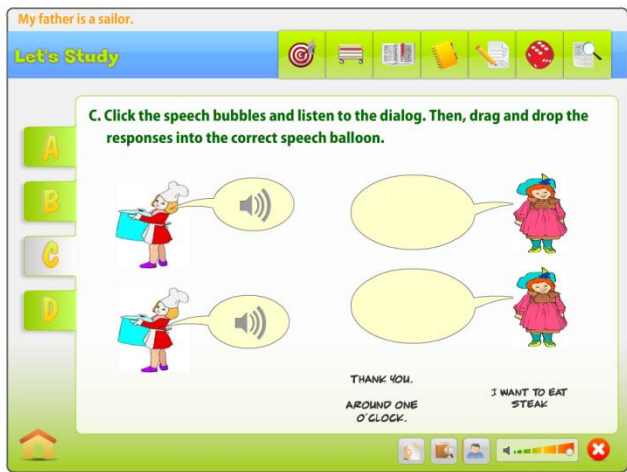
18.	12.1A	<div></div> <p>link: module language games 1 A scene 11.1</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music
19.	13.1A	<div></div> <p>link: module 1 how much have you learn A scene 13.1</p>	Music


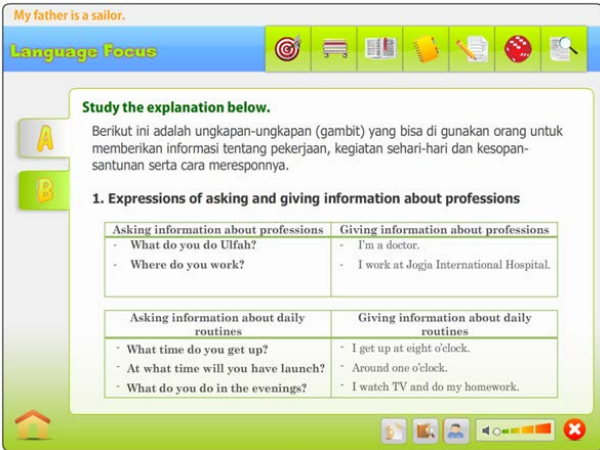
		<p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	
20.	17	 <p>link: module 2 direction scene 17</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	Music

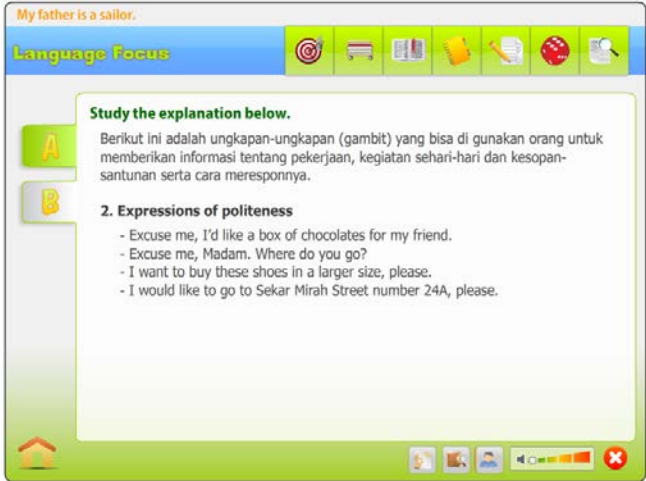
21.	18	 <p>link: module 2 direction scene 17</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music
22.	8.1a	 <p>Link : module 2 let's start A scene 8.1</p>	Music

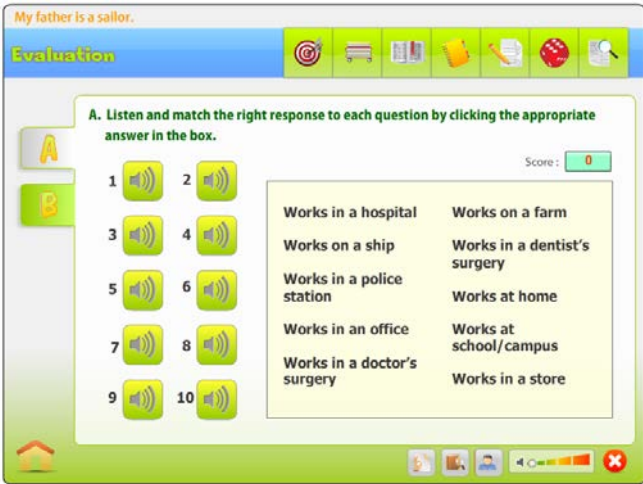
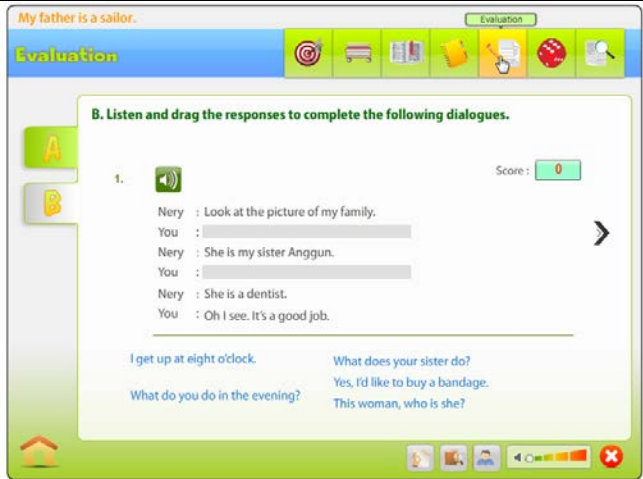
		<p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	
23.	8.2b	 <p>Link : module 2 let's start B scene 8.2</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	Music

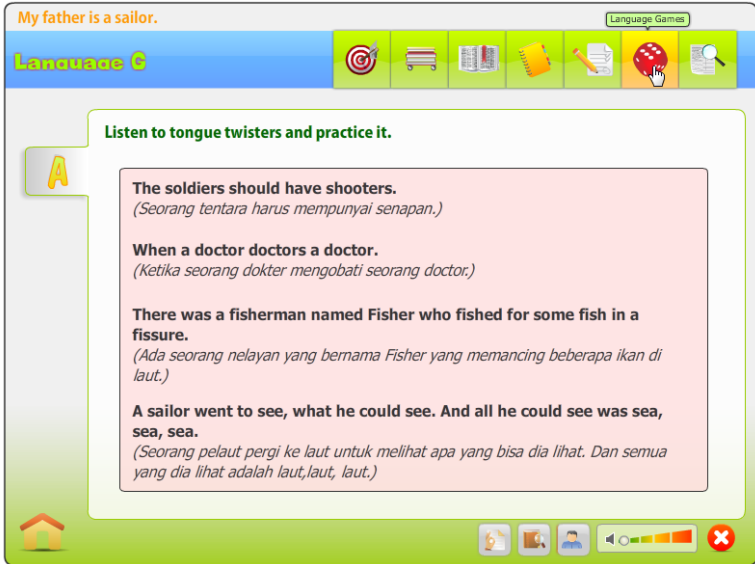
24.	9.1a	 <p>Link : module 2 lets study A scene 9.1</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music
25.	9.2b	 <p>Link : module 2 let's study B scene 9.2</p>	Music

		<p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	
26.	9.3c	 <p>Link : module 2 let's study C scene 9.3</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	Music

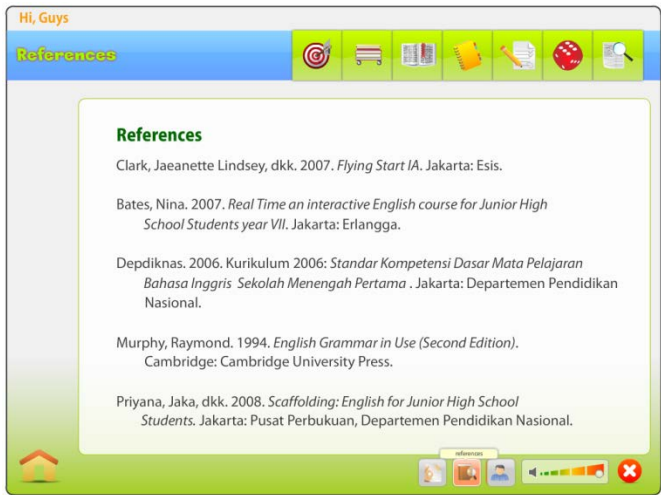
27.	9.4d	 <p>Link : module 2 let's study D scene 9.4</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music
28.	10.1a	 <p>Link : module 2 language focus A scene 10.1</p>	Music

		<p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	
29.	10.2b	 <p>Link : module 2 language focus B scene 10.2</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	Music

30.	11.1a	 <p>Link : module 2 evaluation A scene 11.A</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music
31.	11.2b	 <p>Link : module 2 evaluation B scene 11.B</p>	Music

		<p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	
32.	12.1	 <p>Link : language games module 2 scene 12.1</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	Music

33.	13.2	<p>Link : How much have you learn module 2 scene 13.2</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene 11</p> <p>link: language games button scene 12</p> <p>link: how much have you learnt? button scene 13</p> <p>link: home button scene 14</p> <p>link: references button scene 15</p> <p>link: developer button scene 16</p>	Music
34.	16	<p>Link : developer scene 16</p>	Music

		<p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	
35.	15	 <p>Link : references scene 15</p> <p>link: direction button scene 7</p> <p>link: let's start button scene 8</p> <p>link: let's study button scene 9</p> <p>link: language focus button scene 10</p> <p>link: evaluation button scene11</p> <p>link: language games button scene12</p> <p>link: how much have you learnt? button scene13</p> <p>link: home button scene14</p> <p>link: references button scene15</p> <p>link: developer button scene16</p>	Music

		<div><p>Allah SWT My Family My mother My father Umi Bapak My Husband My sister</p><p>Drs.Suharso,M.Pd. as the first consultant Mrs. Nunik sugesti, M. Hum as the second consultant Mrs. Anita Triastuti, S. Pd, M.A as the media expert Mrs. Anita Triastuti, S. Pd, M.A as the content expert</p></div>	
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Letter of Validation

Final Draft

SCREEN



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2012

[skip intro>>](#)

ENGLISH
interactive multimedia



Mira Ulfah



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2012

[skip intro>>](#)

ENGLISH

interactive multimedia



Mira Ulfah



Modul 1
Hi, Guys!



Modul 2
My father is a Sailor.



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2012

fun with english

Hi, guys!

Direction

Hi, Guys

Let's Study

Click on the speech bubbles and listen to the expression. Then, drag and drop the utterances into the correct speech balloons.

Save

0

HOW DO YOU DO?

I'M FINE, THANKS.

HOW ARE YOU?

GOOD MORNING, SIR.

Tombol Menu Utama
Tombol untuk mengakses sub Menu

Petunjuk Pengerjaan
Berisi petunjuk pada masing-masing activity

Tombol Sub Menu
Tombol untuk mengakses konten media

Tombol Home
Tombol untuk kembali ke menu pilihan modul 1 dan modul 2








Tombol Kontrol Volume
Tombol untuk mengatur tinggi rendahnya suara

Tombol Close
Tombol untuk menutup aplikasi


Untuk petunjuk lebih detail dapat di lihat pada video berikut:

Hi, Guys

Learning Goals

Learning Goals



A

A. Standard of Competence (*Standar Kompetensi*)







Listening (*Mendengarkan*)

1. Understanding meanings of very simple spoken transactional and interpersonal conversations to interact with the surroundings
(*Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.*)

Speaking (*Berbicara*)








1. Expressing meanings in very simple spoken transactional and interpersonal conversations to interact with the surroundings
(*Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat*)


B. Basic Competence (*Kompetensi Dasar*)







fun with english

Hi, guys!



Welcome !

Hi, Guys

Let's Start



A. Click on the pictures and listen to the greetings carefully.

A

B



Hi, Guys


Let's Start



B. Listen and drag the responses into the box.

A

B

1 

2 

3 

4 

5 

6 

Score :

I'm fine. Thank you.

Good evening.

Good morning.

How do you do?

Nice to meet you too.

Hello, good afternoon.



Hi, Guys

Let's Study



A

B

C

D

E

A. Click the picture and listen carefully to the dialog and then answer the questions by clicking the correct answer. The listening script is in the module.



Score : 0

Question

1. What expression does Mira use to introduce herself?

- a. My name is Mira.
- b. You can call me Mira.



Hi, Guys

Let's Study



A

B

C

D

E

B. Click on the speech bubbles and listen to the expression. Then, drag and drop the utterances into the correct speech balloon.



Score :

0

HOW DO YOU DO?

I'M FINE. THANKS.

HOW ARE YOU?

GOOD MORNING, SIR.



Hi, Guys

Let's Study

C. Listen and match the right response to each question by clicking the appropriate answer in the box.

1  3  5  7  9 

2  4  6  8  10 

a. Yes. That's right. I'm twelve. f. I, m thirteen years old.

b. I'm Wendy. W-E-N-D-Y. g. She's from Lampung.

c. Hi. h. Nice to meet you too.

d. No. I'm from Balikpapan. i. I'm fine. Thank you.



e. How do you do? j. No. I'm Roni.

Score : 0

Hi, Guys

Let's Study

D. Click the picture and listen carefully to the dialog. Then, drag and drop the expressions in the box to complete the following dialogues.

1.  

Toni : Good morning Santi.
Santi : _____
Toni _____

Score : 0

Good morning. I'd like you to meet my friend, Adi.
Nice to meet you. How are you?
Hi, my name is Lia.

Hi, Guys

Let's Study



E. Click the speech bubbles and listen to the dialog. Then, drag and drop the responses into the correct speech balloon.

Score : 0



SEE YOU
MISS TIARA.

SEE YOU.

BYE, RINA.



Hi, Guys

Language Focus



Study the explanation below. (Pelajari penjelasan berikut ini)

Berikut ini adalah ungkapan-ungkapan (gambits) yang biasa digunakan orang untuk memperkenalkan diri sendiri dan orang lain serta cara meresponnya.

Expressions	Function
Good morning. Good afternoon. Good evening. Hi. Hello.	Greeting (Sapaan)
Let me introduce myself. My name is.... I'd like to introduce myself. My name is.... Allow me to introduce myself. My name is.... Nice to meet you How do you do?	Introducing yourself (Memperkenalkan diri sendiri)
I'd like to introduce.... Let me introduce.... Allow me to introduce.... I'd like you to meet my friend....	Introducing others (Memperkenalkan seseorang/ orang lain)



Hi, Guys

Language Focus



A

B

Berikut ini adalah ungkapan-ungkapan (gambits) yang biasa digunakan orang untuk berpisah.

Leave taking	Responses
Sorry, I have to go now.	Yes of course. See you.
I'll talk to you later.	Sure. See you later.
It's been nice talking to you.	So long.
Bye-bye/ Bye.	Keep in touch.
Good bye.	Take care.
See you tomorrow	See you at school.



Hi, Guys

Evaluation



A

B

A. Click the picture to listen to the dialogue. Then, click TRUE if the statement is true and FALSE if the statement is false.

Score : 0



1. Rico meets Tatiana in the morning.
2. Rico is Tatiana's new classmate.
3. Tatiana is the English teacher.

TRUE FALSE

TRUE FALSE

TRUE FALSE



1. Tina meets Andi in the morning.
2. Tara is Andi's new friend.
3. Tina meets Tara and Andi.

TRUE FALSE

TRUE FALSE

TRUE FALSE



Hi, Guys

Evaluation



A

B

B. Click the audio button to listen to the dialog. Then after you finish, fill these blank boxes by dragging and dropping the appropriate expressions in the boxes.

Score : **0**



Sandra is walking down the hall with Sita when they meet Ramon. They stop and chat with him.

Sandra : Hi, Romi. How are you? Long time no see.

Romi : Hi, Sandra. I'm doing fine. Thank you. What about you?

Sandra : Very well, thank you.

Romi : I haven't seen you for ages. What have you been doing?

Sandra : Well, I'm pretty busy with school and extracurricular activities. What about you?

Romi : Pretty much the same. By the way, you haven't introduced your friend to me.

Sandra : Oh, I'm sorry. Romi, This is my friend Sita. Sita, this is my friend, Romi.

Romi : Nice too meet you, Sita.

Sita : Nice to meet you too.

Sandra : Sita moved here about two months ago.

Romi : Really? Where are you from Sita?

Sita : I'm from Bali.

Sandra : Very nice to see you, Romi, but we have to go.

Romi : Okay. See you later!

Sandra & Sita : See you!

Leave taking

Greetings and being polite

Introducing others

Greeting



Hi, Guys

Language Game:



A

Listen to 'How are you' song and sing it.



"How are you"

A: Hello....Hello... How are you?

B: Fine thanks...fine thanks. How are you?

A: Hello....Hello... How are you?

B: I'm fine, thank you.

2x



Hi, Guys

How Much Have yo



A

Apakah anda telah mengeksplorasi program ini secara keseluruhan? Jika sudah, nilailah diri anda sendiri sekarang.

Read the statements and put a tick in the appropriate box.

(Baca pernyataan berikut ini dan berilah tanda centang di dalam kotak yang sesuai.)

No.	Statements	Very Good	Good	OK
1.	I can greet other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I can introduce myself to other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I can say leave taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OK

<< Tekan tombol OK untuk melanjutkan proses.



fun with english

My Father is a Sailor.



Direction



Tombol Menu Utama

Tombol untuk mengakses sub Menu

Petunjuk Pengerjaan

Berisi petunjuk pada masing-masing activity

Tombol Sub Menu

Tombol untuk mengakses konten media

Tombol Home

Tombol untuk kembali ke menu pilihan modul 1 dan modul 2

Tombol Kontrol Volume

Tombol untuk mengatur tinggi rendahnya suara

Tombol Close

Tombol untuk menutup aplikasi

Untuk petunjuk lebih detail dapat di lihat pada video berikut:



My father is a sailor.

Learning Goals



Learning Goals



A

A. Standard of Competence (*Standar Kompetensi*)

Listening (*Mendengarkan*)

1. Understanding meanings of very simple spoken transactional and interpersonal conversations to interact with the surroundings
(Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat)

Speaking (*Berbicara*)

1. Expressing meanings in very simple spoken transactional and interpersonal conversations to interact with the surroundings
(Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat)

B. Basic Competence (*Kompetensi Dasar*)



My father is a sailor.

Let's Start



A. Listen and click.

Score : 0

A

B



My father is a sailor.

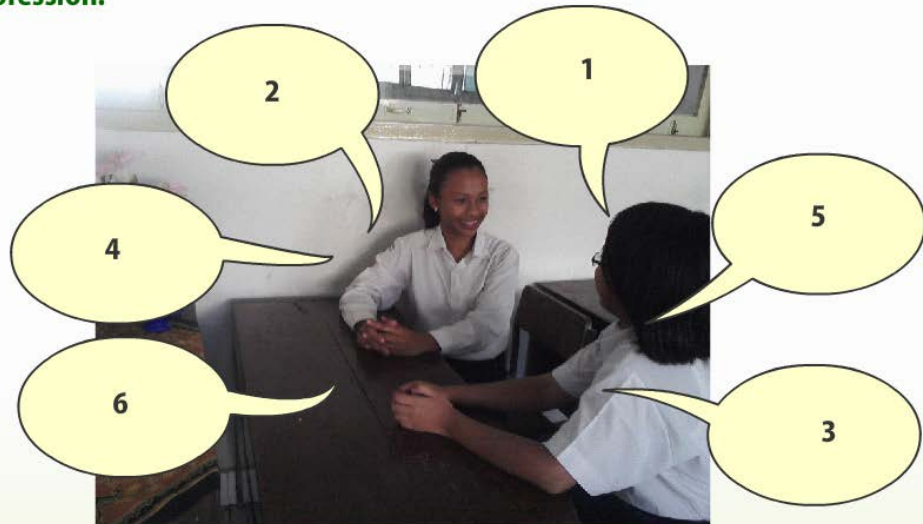
Let's Start



B. Click on the speech bubble and listen carefully to the dialog about profession.

A

B



My father is a sailor.

Let's Study



A. Click the picture and listen carefully to the speaker and then answer the question by clicking the correct answer.

Score : 0

A

B

C

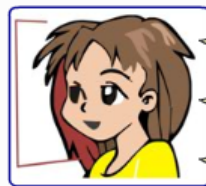
D



FARMER

CARPENTER

SAILOR



PLUMBER

TAILOR

SAILOR



FARMER

HOMEMAKER

VENDOR



SHOPKEEPER

MECHANIC

DENTIST



Let's Study



B. Click the picture and listen carefully to the dialog and then answer the questions by clicking the correct answer. The listening script is in the module.

Score : 0

A

B

C

D



1. Which expression of politeness does Mrs. Rosa use?

- a. I want them, please.
- b. O.K. I'll take these, please.

2. What response does the shop assistant give to the expression in Number 1?

- a. Wait a minute, Madam.
- b. All right. I will prepare the receipt. Here you are.

3. What does Mrs. Rosa buy?

- a. Slippers.
- b. Shoes.

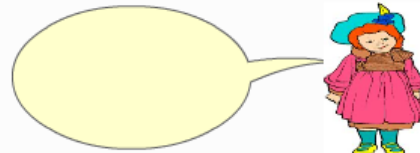
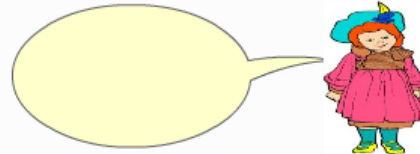


Let's Study



C. Click the speech bubbles and listen to the dialog. Then, drag and drop the responses into the correct speech balloon.

Situation: "Mrs. Jeni wants to visit her grandmother's house. She goes there by taxi".



THANK YOU.
AROUND ONE
O'CLOCK.

I WANT TO EAT
STEAK



My father is a sailor.

Let's Study



A



I get up at 2 o'clock in the morning. I take my small boat out to sea. I work from 3.30 until about 6 a.m. Then I go to market and sell the fish I have. Some days are good, some days are not so good. When I get home, I sleep for about three hours.



Postman

B



I get up at 6 o'clock in the morning. I work from 8 a.m. to 2 p.m. every day. I work in Yogyakarta. I collect the letters in the morning and then deliver them to 10 streets. From 12 to 2, I work in the office. I sort the letters and serve customers.



Shop assistant

C



I start work at half past nine. The first customers arrive around 10 o'clock. I sell glasses and cups. Sometimes the customers are very rude they don't say please or thank you. I finish work at around 7 p.m. I stand up all day so my legs are very tired.



Fisherman



My father is a sailor.

Language Focus



A

Berikut ini adalah ungkapan-ungkapan (gambit) yang bisa di gunakan orang untuk memberikan informasi tentang pekerjaan, kegiatan sehari-hari dan kesopansantunan serta cara meresponnya.

B

1. Expressions of asking and giving information about professions

Asking information about professions

- What do you do Ulfah?
- Where do you work?

Giving information about professions

- I'm a doctor.
- I work at Jogja International Hospital.

Asking information about daily routines

- What time do you get up?
- At what time will you have launch?
- What do you do in the evenings?

Giving information about daily routines

- I get up at eight o'clock.
- Around one o'clock.
- I watch TV and do my homework.



My father is a sailor.

Language Focus



A

Study the explanation below.

Berikut ini adalah ungkapan-ungkapan (gambit) yang bisa di gunakan orang untuk memberikan informasi tentang pekerjaan, kegiatan sehari-hari dan kesopansantunan serta cara meresponnya.

B

2. Expressions of politeness

- Excuse me, I'd like a box of chocolates for my friend.
- Excuse me, Madam. Where do you go?
- I want to buy these shoes in a larger size, please.
- I would like to go to Sekar Mirah Street number 24A, please.



My father is a sailor.

Evaluation



A

A. Listen and match the right response to each question by clicking the appropriate answer in the box.

Score : 0

1



2



3



4



5



6



7



8



9



10



Works in a hospital

Works on a farm

Works on a ship

Works in a dentist's surgery

Works in a police station

Works at home

Works in an office

Works at school/campus

Works in a doctor's surgery

Works in a store



My father is a sailor.

Evaluation

Evaluation



B. Listen and drag the responses to complete the following dialogues.

A

B

1.



Score :

0

Nery : Look at the picture of my family.

You :

Nery : She is my sister Anggun.

You :

Nery : She is a dentist.

You : Oh I see. It's a good job.



I get up at eight o'clock.

What does your sister do?

What do you do in the evening?

Yes, I'd like to buy a bandage.

This woman, who is she?



My father is a sailor.

Language Games

Language G



Listen to tongue twisters and practice it.

A

The soldiers should have shooters.

(Seorang tentara harus mempunyai senapan.)

When a doctor doctors a doctor.

(Ketika seorang dokter mengobati seorang doctor.)

There was a fisherman named Fisher who fished for some fish in a fissure.

(Ada seorang nelayan yang bernama Fisher yang memancing beberapa ikan di laut.)

A sailor went to see, what he could see. And all he could see was sea, sea, sea.

(Seorang pelaut pergi ke laut untuk melihat apa yang bisa dia lihat. Dan semua yang dia lihat adalah laut, laut, laut.)



My father is a sailor.

How Much Have you Learnt?

How much... ?

A

Have you explored this program completely? If you have, assess yourself now.

Read the statements and put a tick in the appropriate box.
(Baca pernyataan berikut ini dan berilah tanda centang di dalam kotak yang sesuai.)

No.	Statements	Very Good	Good	OK
1.	I can ask for and give information about profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I can ask about daily routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I can express politeness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OK << Tekan tombol OK untuk melanjutkan proses.

Hi, Guys

Developer

Developer



Name : **Mira Ulfah**
 Date of born : Sleman, 25 January 1988
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Departement of English Language Education
 Faculty of Languages and Art Yogyakarta State University.

This English Interactive multimedia for students' speaking skill was presented as a partial fulfillment of Sarjana Pendidikan Bahasa Inggris of Yogyakarta State University.

Hi, Guys

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Allah SWT
My Family
My mother
My father
Umi
Bapak
My Husband
My sister

Drs.Suharso,M.Pd.
as the first consultant
Mrs. Nunik sugesti, M. Hum
as the second consultant
Mrs. Anita Triastuti, S. Pd, M.A
as the media expert
Mrs. Anita Triastuti, S. Pd, M.A
as the content expert

Permit Letter



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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FRM/FBS/33-01
10 Jan 2011

Nomor : 986/UN.34.12/PP/VIII/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

3 Agustus 2012

Kepada Yth.
Kepala SMP Negeri 1 Sleman
di Sleman Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing English Interactive Multimedia as Speaking Skills Practice for the Seventh Grade Students of SMP Negeri 1 Sleman

Mahasiswa dimaksud adalah :

Nama : MIRA ULFAH
NIM : 06202244097
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juli 2012
Lokasi Penelitian : SMP Negeri 1 Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan


Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001

Photographs



Picture 1: The researcher gives explanation about how to use the English interactive multimedia.



Picture 2: The researcher gives the second questionnaire.



Picture 3: The students use the English interactive multimedia.



Picture 4: The researcher guides the students who had difficulties in using the English interactive multimedia.



Picture 5: The teacher gives some feedback about the media to the researcher.



Picture 6: The students fill in the second questionnaire.